

Mr Mark Carlisle's decision last week not to allow the London borough of Bexley to unscramble Erith comprehensive school was difficult and brave. He allowed advice on educational considerations to prevail in the end, but before he did so he had to balance several conflicting Conservative beliefs.

On the one hand there was local opinion, including the voice of the parents. On the other there was a Conservative-controlled local authority which thought that it could depend on the support of its own government on this matter, and whose education committee were bitter at what they believed to be a betrayal (page 3).

Conservative rhetoric has often led one to believe that parental opinion and a Tory line on selective education could be assumed to be one and the same thing. In this case they were demonstrably not, and Mr Carlisle cannot have found it easy to balance Conservative promises on local control (no matter what Mr Heseltine may be doing) and party ideology.

He said that he was particularly swayed by the strength of support for the existing split-site comprehensive from the great majority of teachers and governors (and these last were presumably controlled by a Conservative majority) and the petition he had received signed by 12,000 people. He was also concerned about the quality of education that the proposed secondary modern would be able to offer once the grammar school had been hived off.

It may be that Bexley education committee and their leader, Mr Brian Sams, reacted with such shocked horror because they believed that they had genuinely been misled by promises made in Opposition. But in fact Mr Mark Carlisle was wise enough to say in an interview with this paper when he was first appointed as education spokesman in November 1978 that he was not in favour of going



Tory party faithful with scrambled egg on their faces

back to selection where it had been abolished, in spite of his declared intention to repeal the 1976 Act: "You can't start scrambling eggs and then stop."

So what pointer does his Erith decision give to answers on the other Section 13 notices sitting in his in-tray?

Birmingham have offered another invitation to unscramble in the case of Sutton Coldfield Girls' School, which they want to turn back from a comprehensive into a grammar school. In a clear case of the old game of local election roulette, the Conservative majority in Birmingham reckoned that it had got its Section 13 notices out just in time for the Education Secretary to rush approval through before the May elections, when it is widely believed that the Tories will lose control. However, notice for objection did not expire until the beginning of March, it would be normal for the Secretary of

State to take at least two months for consideration and, given his views on unscrambling, there seems to be no reason why he should agonize unduly about coming to a quick decision before a new local education committee has the chance to withdraw the notice.

Tameside and Highbury Grove will be very, very much more difficult. The very names must send an emotive frisson down any Minister's spine. Tameside, L.A., firmly Labour since a landslide victory when the rest of the country was going Tory, has resubmitted the same plan for 11-16 comprehensives and sixth form colleges that was once approved by Mr Fred Mulley as Education Secretary, before the ins and outs of local politics sent a Conservative Tameside to victory in the High Courts and brought back selection at the eleventh hour.

The building alterations for comprehen-

sives and sixth form colleges were under way at the time and are completed. It is a method of organization approved at the time recommended in principle by the Education Secretary in recent speeches as a sound way of dealing with falling rolls. It will make his decision on educational grounds, and they have been for it by every post since the mission went in at the beginning of the year. However, supporters of education in Tameside have a petition believed to contain signatures, and Mr Carlisle pressed by the weight of public demonstration by the Erith. Could that count more than an expressed in two local election election fought specifically on and won handsomely by (Donald Thorpe, leader of the Mulley rebels, lost both his local council by-election seat).

The threat to Highbury Grove ILEA propose to merge with boys' school on the Highbury Grove in order to plan for the dramatic fall in the falling rolls of the association with Dr Rotherham the junior education minister projected it as the very model of standards. And yet ILEA in line with the Government's policy of proposing amalgamations in falling rolls on both educational and economic grounds. Can they demand for more than a sex boys' school in the area? The ministerial decision to have a Grove strictly alone threatens an otherwise rational plan.

In this case it is not a matter of unscrambling and then scrambling away from the fact that the school have to make a political educational decision.

NEWS



Transport charge fight goes on—see page 5.

Tired peers struggle through 19 clauses

by Biddy Passmore

Tuesday's all-night sitting in the Lords of the Education Bill ended at 7.05 am with a vote that the school meals clauses should stay in the Bill.

During a single night, exhausted peers covered clauses 3 to 22 which ranged across school governing bodies, admissions and appeals procedures, the handicapped, assisted places, industrial scholarships and meals.

Many of the noble Lords felt that their time could have been better spent. "This Bill has absolutely nothing to do with schools," the venerable Lord Shillwell was heard to mutter, a view which is shared by several eminent Tories, notably Lord Butler. But Lord Shillwell set up all night none the less.

The real excitement was reserved for two subjects: the Assisted Places Scheme and the exclusion of handicapped children from the school choice and appeals procedures of the Bill. Both were

passed but only after much heated debate.

Lord Stewart of Fulham, speaking for the Opposition, condemned the Assisted Places Scheme as "socially divisive". Lord Simon, the Liberal spokesman, called the scheme "deplorable".

Speaking for the Government, Lady Young argued that the scheme would not be a rival to the state system. It had not been possible to keep the Direct Grant schools, she said; the Assisted Places Scheme was the best alternative. It restored the principle of the Direct Grant in a more equitable way, incorporating the ideas of both academic excellence and a link between the independent and maintained sectors. The clause was approved by 155 votes to 55.

Many peers spoke in support of an amendment to delete Clause 9 from the Bill, which excludes special schools from the provisions on choice of school and the appeals procedure. Lord Valley said that it represented "discrimination of the most gross and unacceptable form".

It would happen to salaries if Clegg used the pay data from six surveys. Percentage changes in brackets (see report page 1).

Teachers: England and Wales						
	Current median pay	Survey 1	Survey 2	Survey 3	Survey 4	Survey 5
Primary	7,404	9,300 (25.6)	9,800 (32.4)	8,575 (15.8)	9,061 (22.4)	—
Secondary	10,287	15,375 (49.5)	15,080 (45.8)	11,619 (12.5)	13,416 (31.6)	—
Head Primary	6,234	6,688 (7.3)	8,744 (40.3)	8,094 (29.5)	8,622 (9.1)	—
Head Secondary	8,151	9,486 (16.3)	9,486 (16.3)	10,165 (8.4)	9,453 (8.6)	—
Secondary	7,218	9,243 (28.1)	9,486 (31.4)	7,958 (10.3)	9,187 (25.7)	—
Primary	6,057	6,344 (4.7)	8,744 (44.4)	8,729 (33.9)	9,064 (3.8)	—
Secondary	6,276	6,378 (1.6)	8,645 (37.7)	8,622 (0.3)	9,064 (5.1)	—
Primary	5,274	5,978 (13.3)	6,152 (16.6)	6,467 (5.1)	6,342 (20.3)	—
Secondary	5,274	6,924 (31.3)	7,600 (44.1)	6,859 (29.5)	7,752 (16.7)	—
Primary	4,140	5,365 (29.6)	5,365 (29.6)	6,754 (63.1)	6,187 (14.1)	—
Secondary	4,140	5,948 (43.7)	6,754 (43.7)	6,187 (14.1)	6,187 (14.1)	—
FE Teachers: England and Wales						
	Current median pay	Survey 1	Survey 2	Survey 3	Survey 4	Survey 5
Primary	12,812	15,770 (23.1)	16,000 (24.9)	17,117 (33.6)	16,684 (39.3)	—
Secondary	14,187	15,000 (5.7)	14,250 (27.4)	12,184 (8.9)	15,705 (40.4)	—
Department	9,702	8,766 (9.6)	8,073 (16.8)	8,622 (7.2)	10,590 (20.2)	—
Primary	7,701	7,212-8,500 (-6.3 to 10.4)	7,149-8,500 (-7.2 to 10.4)	7,759-8,322 (0.8 to 6.1)	7,454-8,357 (-3.2 to 11.1)	—
Secondary	6,873	6,936 (0.9)	6,670 (-3.9)	6,532 (-2.0)	6,532 (-2.0)	—
Primary	5,814	5,430 (-6.5)	5,538 (-1.7)	6,286 (12.1)	6,286 (12.1)	—

Clearing off the barnacles

One of the major recommendations of the Bullock report on reading five years ago was: "There should be a national centre for language in education, concerned with the teaching of English in all its aspects, to advanced studies with sixth forms." Like many Bullock proposals, it rapidly sank without trace.

But this week a group representing virtually all organizations with an interest in English teaching dredged up the proposal, and began some preliminary clearing away

No comment. The chairman of the West Midlands Education Committee yesterday called for the committee to focus its efforts on the social services for the police. Councillor Wootton said "for years, the committee has been running a housing scheme as education, social services have millions upon millions of pounds."

Comment

Bring back the backwoodsmen

If Mr Neil Kinnock had his way, the House of Lords would be abolished, or certainly on Labour's programme for abolition next time round. But just think what a loss the Opposition's cause would have suffered on the Education Bill No. 2 without their noble colleagues and opponents.

As we went to press it was too early to know which way the Upper House finally voted on the transport clauses of the Bill, and therefore what the consequences for Government policy might be, but Ministers' fears that the Bill would not come out of the Lords the way it went in had already been realised.

Last week, in what turned out to be an ineffectual attempt to divert the weight of aristocratic criticism, an amendment was justly introduced to limit to two the number of children in any one family who could be charged for school transport. Although the amendment was defeated, it was a vote to which the Government was bound to have predicted that the Duke of Norfolk (spokesman for the whole Catholic hierarchy) and Rab Butler (remember his oversize pheasant and old port?) would lead a more effective pressure group on behalf of the low paid than Kinnock and the Child Poverty Action Group.

Of course the justice of a cause is not proved by the strength of the lobby or the size of its pocket, and there is an essential inequity about granting L.A.s the right to charge for school transport which stands whether or not it hits denominational schools the hardest (which is by no means always the case). However, there is little doubt that this time the House or Lords was on the side of the angels, for one reason or another (and it is whispered cynically in Tory circles that some rural lords were afraid of having to raise their agricultural labourers' wages). This was in fact one time when the

backwoodsmen were in demand to come to the aid of their country, is not their party, and it would be wrong to let them in.

The construction of the House of Lords may be antique, illogical, irrelevant and indefensible, but now and then it can be seen to work.



Militants in bloom

Spring is here and with it the periodic blossoming of pupil-power in newspaper headlines and on television screens. If school age militants have learnt nothing else from the last year, they have realised that it is to get their way, the reason is short, the blossoming is brief, and the pupils' spokesmen of the moment go back to school or on to their education, and the series back to normal.

Quasi-political movements for school children tend to be short-lived (remember the Schools Action Union?) sometimes created by a specific event, often quietly prodded along by outsiders with aims that range from the sinister to the ludicrous.

The longevity of the National Union of School Students owes less to its effectiveness (which must be very nearly nil) than to the guiding hand and ample purse of its brother, the National Union of Students. It was NUS that convinced NUS when it seemed possible that the movement to democratise higher education would naturally edge downwards into schools. But the NUS never really made a go of it, despite the extremely high profile it has little appeal to the vast majority of ordinary teenagers.

The signs now are that the days of the NUS are numbered. Formerly the preserve of the Young Communist League and its sympath-

Erith campaigner drops resignation threat

by Richard Garner

Mr Brian Sams, chairman of Bexley's education committee, is to stay on in his post—in spite of announcing last week he would resign after the Education Secretary's rejection of the council's plans to turn Erith School back into a grammar.

It was made clear that he had the backing of his Conservative colleagues at a special meeting of the council's education committee on Tuesday night. A call for his resignation by the minority Labour group was rejected.

Mr Sams said he planned to resign after Mr Mark Carlisle had turned down the scheme to turn the comprehensive school back into a grammar on the grounds of public opposition to it and because the site for the proposed secondary modern school would be educationally unsuitable. Mr Sams had been the main architect of the plan.

At Tuesday's meeting the education committee agreed to "utterly reject" the reasons given by Mr Carlisle for turning the scheme down and instructed the director of education to write to Mark Carlisle, asking (i) the Government's policy on the acceptability of split site comprehensive schools, (ii) whether future building allocations will allow education authorities to replace schools in similar conditions to Erith as soon as possible, (iii) whether protests by parents—which should be expected—will in future carry more weight than educational arguments.

Mr Sams said after the meeting he had been pleased to receive the support of his colleagues and agreed to hold his resignation in abeyance until the annual elections of his Conservative group in May. He would not say whether he would consider continuing in his job after then.

Youth Bill caught in crossfire

by Mark Jackson

The Government is in a deepening mess over the Youth and Community Bill. It is caught between the bitter opposition of the local authorities and the refusal of its own backbenchers to acquiesce in its attempts to kill off the measure in committee.

Mr Neil Macfarlane, Parliamentary Under Secretary for Education, admitted in committee on Wednesday that his attempts to replace the Bill by a single innocuous clause had failed because they were

opposed by the whole of the rest of the committee.

But he refused to withdraw his wrecking amendments, preferring to sit through a constant barrage of ridicule and taunts at his incoherence. Most of the Bill's clauses went through against his single dissenting vote. The Bill aims, among other things, to put a statutory requirement on local authorities to set up joint committees with youth groups.

The local authority associations will step up their campaign against the Bill during the next fortnight.

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NEWS

Research group recommends filming of children to analyse behaviour

Pupil morals inquiry awaits go-ahead

by Bob Doe

Plans by a Government body to monitor pupils' behaviour and morals hang in the balance this week. The watchdog committee of the Assessment of Performance Unit was due today to consider whether the unit should continue with its plans to test personal and social development.

An APU report before the committee suggests written tests of pupils' attitudes would play only a minor part in this. Teachers' reports, tape recordings and observations of pupils, either in groups or individually, would be the main methods of assessment.

One member of the research group has suggested filming pupils to analyse their behaviour. It is unclear whether these observations would be made with or without pupils' consent, or that of their parents.

The report recognises there would be technical difficulties trying to ensure that like was being compared with like when using such methods. It might be worth sacrificing a certain technical purity in order to produce a more comprehensive and vivid picture of what was being achieved.

The APU's broadly-based consultative committee has been largely antagonistic to proposals to assess personal and social development right from the outset. It

agreed to an exploratory group of HMI's, teachers and researchers looking into the field of question that might be feasible.

The committee has no power to prevent the unit going ahead as it was set up largely as a matter of public reassurance. It would be very difficult to oppose it on such an issue.

Professor Barry Supple of Nuffield College, Oxford, the committee's chairman said this week: "I would have thought this was still as sensitive an issue as ever. If the APU want to pursue it as far as they did they may run into difficulties."

The exploratory group has done little so far to establish the technical feasibility of assessments of these kinds. It is asking to be allowed to test public reactions to plans to test pupils' moral, political and religious understanding, behaviour and attitudes.

How the committee would respond was by no means certain earlier this week. There is little enthusiasm for the plan anywhere in the committee and teachers' representatives have been united against it. But the most organized and vociferous antagonists have been the National Union of Teachers and most of their representatives would have nothing to do with a NUT executive meeting.

The committee could decide the proposals are not complete enough to allow any serious public debate or may back their publication, with

or without a note of their own reservations.

Even if the report is published, it will not necessarily be acted upon. Neither of the recent governments have been over-enthusiastic about testing beyond the basics; language, maths and science.

The main protagonists have been the HMI's in the APU who argue that subjects not tested would be taken less seriously in schools and therefore monitoring would distort the curriculum.

But both the former heads of the APU, Mr Brian Kay and Mr Tom Marjoram, have been replaced and the present top HMI, Mr John Graham, has been less insistent about the crucial need to test personal and social, aesthetic and physical development (see TES February 15).

The report says three main categories of personal and social development should be looked at:

- personal relationships and morality;
- development to do with politics, occupations, law, environment, health and community;
- religion and "philosophies of life".

It would be useful, the report says, to further divide each of these into what pupils know and understand about each one and how they

applied this in both their own and their attitudes.

The NUT see the whole as sinister, misguided and a waste of money. "We have come to oppose this idea and nothing will change our minds," said Mr Arthur Jarman, NUT secretary. "There are many ways of spending money on education."

Neither is the union likely to be placated by any slimmed-down proposals since one of their objections is that the whole idea of personal development is a cover for results would be misleading.

Like others on the committee, Mr Graham is dubious about the notion of such sensitive personal information being central government agencies especially since Government have announced an intention of laying down standards for the school curriculum. Government manipulation and control is feared. Lord Alexander, signed from the committee is over this issue.

Mr Jarman said they were questioning the integrity of Government or the expertise of the group, who wrote in the report they would have nothing to do with any activity threatening freedom of society or its institutions. But governments and schools changed, and once mischief was created, it could be misused.

Concern over illegal fostering of foreign language students

by Richard Garner

Thousands of foreign students are being illegally "fostered" with families in this country while they stay in Britain to learn the language.

A report prepared by the East Sussex County Council's Social Services Department says there is cause for "real concern" over the way in which several foreign language teaching organisations "foster" youngsters with British families.

Mr Peter Hickey, of the Centre for Institutional Studies, at the North-East London Polytechnic, who has carried out extensive research into the subject, says there is a danger that local authorities may have a "majority of cases of international organisations on their hands during summer months" as a result of the lack of knowledge surrounding the "fostering" arrangements.

Maria Colwell was frequently visited by a family in the care of the local social services department, who had been told to death by her stepfather.

"During research for the East Sussex report," called *Foreign Students in East Sussex*, it emerged that few of the course organisers knew of the legislation. Two who knew it applied did not advise the host families about it.

According to the report, a child is any child under 16 years old in the care of someone who is not a relative for more than 27 days and receives payment for the child's care.

A "regular foster parent" is said to be anyone receiving children for payment for more than three months or for three consecutive

periods of more than six days. The onus is on the "foster parent" to give local authorities advance warning they will accept the child.

Under this definition, in East Sussex alone, where the majority of foreign students stay with families while learning English, there would be at least 4,150 foster children a year which would cost social services officials £100,000 to check on. Most of them are on summer courses in Britain.

The county council has publicly vowed it could not carry out its responsibilities under the law if all parents reported their foster children and the Association of County Councils is seeking exemption for its members from this clause in the 1969 Act.

And the East Sussex social services report said: "The most frequently voiced anxiety amongst local organisers was that any requirement of host families to notify 'authorities' would result in a dramatic loss of families willing to take foreign students."

After interviews, two of the organisers admitted they would have liked to have had more information about local health and social services facilities as they had each had to deal with a child suffering from mental illness.

The majority of host families were quite happy about their arrangements with students but nine interviewed reported problems with bad behaviour ranging from "minor difficulties such as lateness in coming in to evening meals or at night to major problems involving extensive damage to property."



Feathers in a pot: still life by nine-year-old pupil, from Learning Through Drawing, a booklet which accompanies a travelling exhibition of drawings by children from pre-school to 18 years mounted by the north-eastern region of the Art Advisers' Association. It is a project in Bristol.

St Matthias parents fight on

Parents with children at St Matthias Primary School, Bethnal Green, East London, have begun a rearguard action in a last minute effort to save their school from closure this summer.

They have enlisted the help of Mr Ian Mikardo, Labour MP for the area, who has asked Mr Mark Carlisle, the Education Secretary, to meet a delegation of parents. They have also called a meeting for next

Wednesday night to publicise their cause.

In January the managers of the school, which is voluntary aided by the Church of England, failed to get the High Court to prevent the "take-over" by London Education Authority from closing it.

Adult education price war set to start in North

A price war is about to break out in the north-west of England over adult education fees. Manchester education committee will soon start to advertise courses for evening classes at rates far below those of neighbouring local authorities.

The aim is to keep Manchester's adult education classes going with

out increasing charges for local students. Fees for these will be at about £8 or £10 a year, but from outside the area—say from outside the area—will be charged £30 to £40. That is still cheaper than proposed charges in some of the neighbouring areas, a few of which end adult education altogether.

NEWS

Employers ask Clegg to take closer look at teachers' duties

Stephen Cohen

Legislation has been sent to employers to take a more "look at the teacher's job" than given in the Inbucan study and to make a "showing recognition of the duties outside the classroom preparing its final report on teachers' pay."

Local authorities have said that the exact nature of a teacher's job and the range of his duties should be covered comprehensively and in detail before any recommendations are made.

They wanted a clear and precise statement about the exact nature of a teacher's job and urged Professor Clegg to adopt the following:

- These recommendations are based upon an assessment of teachers' jobs that extends beyond the time-tabled or statutory school day to embrace a range of professional commitments, without which the education of pupils in schools cannot be effectively undertaken.
- The teachers and their employers jointly accepted job descriptions for their work that set out this wider view of the profession; the Commission also accepts these descriptions as accurate and has formed its decisions on pay levels on the understanding that in addition to their work during the time-tabled school day and the preparation and marking associated with it, teachers:

- are responsible for the care and discipline of their pupils for a reasonable period before and after the school day;
- accept a commitment to lunch-time supervision;
- participate in other necessary commitments, especially parents' consultation evenings, staff meetings and in-service training outside the time-tabled day;
- undertake extra-curricular activities appropriate to their pupils' needs and their own interests.

There is no agreement on hours, working week or the working year for teachers in England and Wales. By tradition, teachers must be present when schools are in session, but there is confusion about the number of hours for which teachers are paid.

The unions believe that work done outside the school day is voluntary. The employers want these extra-curricular tasks to be regarded as professional, obligatory and have asked Professor Clegg for a clear statement.

Last month, the local authorities sent Professor Clegg a five-page paper of management's views on teachers' duties outside the classroom and put forward five paragraphs ready-made for inclusion in the report, about teachers' conditions of service.

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Country areas losing out on assistance, report says

More aid urged for rural children

By Spencer

Country areas should set up a "rural deprivation" fund, says a report published by the National Rural Education Council. The report, which is being distributed to local education authorities, says that rural children are at a disadvantage because of the isolation and lack of facilities in their areas.

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no one to play with. Consequently the rural child has a poor start to his school life.

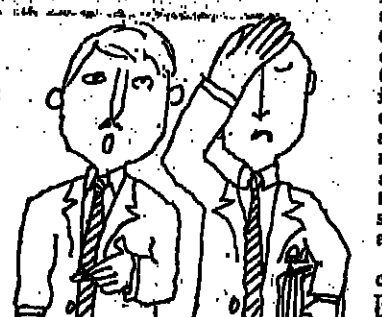
Small schools with fewer than 60 pupils can exacerbate disadvantages as they cannot offer a variety of teacher and curriculum or a choice of friends. An exceptional teacher can outweigh some disadvantages but a weak teacher can be a disaster because the children are taught by the same person for four to seven years.

Secondary school children also faced deprivation. Small secondary schools could not offer a wide choice of subjects and often had to decide whether to offer CSE or GCE. Better off parents were inclined to remove their children to city schools and thus accelerate the schools' decline. Positive discrimination was needed in favour of smaller rural secondary schools to avoid creating a "new binary system of rural secondary moderns and urban grammar schools."

Truancy was often as great in the country as in the cities because parents would keep their children at home when there were transport difficulties, bad weather, or when they were needed during the harvest or lambing. Large catchment areas caused difficulties for the education welfare officer in determining the reasons for absenteeism.

The report is a result of the findings of three working parties from East Anglia, the south-west and mid-Wales.

Educational Disadvantage in Rural Areas, CED 11, Anson Road, Manchester, M14 5BY Price £3.50.



As for bus fares, I wonder how one has thought of opening small schools in the villages.

More backing for cane ban

by Richard Garner

The first step towards a complete ban on corporal punishment in Birmingham schools has been taken by teachers' leaders and local Labour Party leaders.

By an overwhelming majority, the city's 6,000-strong Birmingham Association of the National Union of Teachers has reversed its previous policy and called for a phased withdrawal of the use of corporal punishment in the city's 520 schools.

Within days of their decision, a weekend conference of Birmingham and district local Labour Party members called for an immediate ban on the use of corporal punishment.

At present the city council is Conservative-controlled but their hold is balanced on a knife-edge. The city council has 63 Conserva-

tives, 56 Labour members and seven Liberal, and Labour is confident of regaining control at the municipal elections in May, when 42 of the 126 seats are to be contested.

Mr Charles Gray, Birmingham's spokesman on education, said: "I very much welcome the NUT's decision and if we regained control we would consult the teachers' organizations. I think that would be the right way to approach this."

During the past year, four authorities—the Inner London Education Authority, Haringey, Brent and Waltham Forest—have voted for a ban on corporal punishment. Harrow is asking school governors for their views.

Also, the parents of a 15-year-old boy at a private school, Harrow High School, who claimed that he was brutally caned, were awarded

£250 damages recently in an out-of-court settlement later approved by Willesden County Court.

However, the decision by Birmingham teachers to reverse their policy comes after a poll of all NUT members showed that 80 per cent of those that replied were in favour of retaining corporal punishment. A similar survey by the National Association of Head Teachers is also expected to show a majority in favour of its retention.

In Manchester, teachers' leaders are discussing with local education officials whether corporal punishment should be banned in schools. In Wakefield, the education committee has just voted to ban the cane in special schools and start consultations with teachers' leaders as to whether the ban should be extended.

Labour goes to Runcie over Ealing church school row

The Labour Party's NEC has written to the new Archbishop of Canterbury, the Most Rev Robert Runcie, about Ealing's plan to sell Twyford High School to the Church of England.

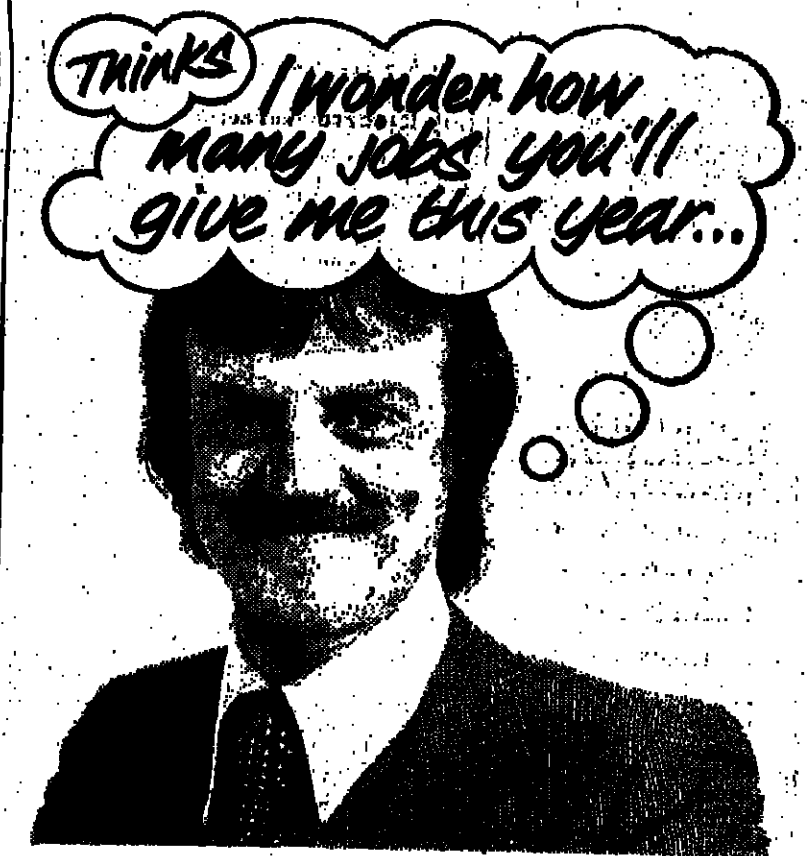
Labour wants the Archbishop to receive a delegation of its members. It is opposed to the sale and last week Mr Neil Kinnock, opposition front bench spokesman on education, backed the campaign.

It is feared that if the school is sold to the Church of England, Ealing's comprehensive would be ruined and selection to the school would be on ethnic and religious grounds.

Speaking at a packed meeting at the school, Mr Kinnock said political bigotry and educational prejudice meant the Conservatives in Ealing were menacing the concord between Church and State.

The prolonged controversy over the future of the school has affected its popularity with parents. For only 57 children in Twyford the first choice this year in spite of there being 240 places available, a take-up of only 23 per cent.

When Church of England members carried out a survey in the borough in 1977 the parents of 332 children transferring to secondary schools in 1980 said Twyford would be their first choice if it became a Church of England school.



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by Susan Thomas

Eurffro Gwynne Jones, former editor of the *Parents and Children* programme, opened up vistas of the Fourth Channel as a medium for home-made education, and local involvement supported by satellite programmes (information in the daily press, back-up publications, articles in parent-oriented magazines and locally based group seminars or activities). Vigorous support for equality; breaks between programmes and a consumer's protection body were all recommended.

Sarah Bayliss

Alan Wood, Parliamentary correspondent

by Bob Doe

Case against closure

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The Civil Service Commission announced that the closing date for applications for the executive class entry is 15th January 1971 for the under 19½-year-old category.

NEWS

EOC urges colleges to take action

harming schools, says US

**Horace Takhley, Co-ordinator,
"Operation Link-Up", Elliot House,
10-12 Allington Street, London SW16 6EH**

Link Up 

**The Commission for Racial Equality
in consultation with teachers' organisations
and local education authorities**



Tessa Blackstone : pessimistic.

NEWS

Jobs for newly trained teachers still harder to get

Secondment at 5-year high

by Bert Lodge

More teachers are on full-time secondment this year than in any other since 1974-75. In spite of the opportunities for temporary vacancies this creates, fewer newly trained teachers got jobs last September than in any year since unemployment hit the profession in the middle 70s.

The number of full-time teachers or equivalent in maintained schools in England and Wales last September was 468,000. This is virtually no change from the comparative figure for 1978.

The figures are contained in the latest DES statistical bulletin released last week. They show that 1,779 teachers are at present on full-time secondment for a year or more compared with 1,556 last year and 1,134 in 1977-78, the lowest figure for the past four years. In 1974-75, when secondments for an in-service BEd degree were easier to obtain the figure reached 1,840.

Of the 1,779 currently on release, 1,107 are secondary teachers, 661 primary and 11 from nursery schools.

Of the 27,300 estimated to have qualified as teachers last July only 13,612, about 50 per cent, entered the profession in September. This is still a higher proportion than in 1978 when of the 33,400 who qualified 16,139, about 48 per cent, got teaching jobs by September.

Almost 3,000 teachers entered the

profession last September who had qualified in years prior to 1979. And 234 started work in schools without having completed any course of initial training in England and Wales.

Miss Jean Russell, secretary of the Universities Council for the Education of Teachers, said this figure was surprisingly high when the number of maths and science graduates known to UCET who had gone straight into teaching this year without professional training was no higher than 118.

Regulations were introduced in 1973 bringing to an end the custom of allowing graduates to enter maintained schools without having undergone teacher training. But exemption continued to be made for graduates in certain shortage subjects, such as maths and sciences.

Graduates already in possession of a degree on December 31, 1973, could continue to enjoy qualified teacher status in secondary schools. But the cut-off date for graduates wanting to teach in primary schools is to have obtained the degree before December 31, 1969.

The operative qualification is possession of the degree. No regulation exists to prevent a graduate who qualified before those dates but who has never taught from seeking a first post as a qualified teacher in a maintained school.

● A big decrease in the number of men and women applying for

teacher education courses for status in 1980-81 compared with last year is revealed in the latest Central Register and Clearing House statistics.

They show a total decrease of nearly 5,000 in applications for BEd courses from 15,869 to 11,196 covering the primary and secondary sectors as well as one year specialist courses. The number of male applications has dropped by nearly half from 2,134 to 1,394 while female applications have gone from 9,002 to 6,699, a percentage decrease of about 37 and 26 per cent respectively.

Applications for the secondary sector show that both female and male candidates' first choice is highly concentrated in physical education. Half of male candidates, 563 out of 1,176, have put PE as their first choice, while for women that is just under half, 1,061 out of 2,134—THES.

Half overseas students expected to go by 1983

Universities expect to lose half of their overseas students by 1983, according to Dr Andrew Taylor, president of the Association of University Teachers.

Addressing the select committee on education last week, he said latest UCCA figures showed that applications to universities from overseas students were 15 per cent down on last year.

The AUT, which represents 85 per cent of university lecturers, said that new rates of fees for overseas students were much higher than for comparable courses in Europe. It felt that a nation which depended on good trading and diplomatic relations with foreign countries was creating a bad image.

It suggested that the Government should recalculate the figure of £180m, which it was planning to withdraw from the universities over the next three years, to take account

of the change in overseas policy. This figure, taken the current cost, said a tentative.

On the question of fees, the union's general secretary, Laurie Sapper, said the planning had been a mythological rather than an actual one. He said the universities had to the Government's view that they had subsequently been of empire building. Dr Taylor, the example of universities to the Government's more engineering, increasing the number and developing special then finding that the not forthcoming because lower down the system in the schools.

Science diary

John Maddox

Sparks fly over comets

When people say that this or that event in the geological or historical past was the result of collision between the earth and some extraterrestrial object, a comet or the like, it is understandable that sober scientists should fall back on their reserves of scepticism. For have they not, in the past few years, found themselves having to battle against the fanciful notions of Volikovsky, the American who a few years ago threatened to become as much a cult figure as the army of largely Indian gurus then working the American college campus circuit?

It is therefore something of a surprise that the scientific journals should be filling up with entirely respectable accounts of how the evolution of the earth and the other planets may have been shaped by extraterrestrial influences of one kind or another. The latest of these is a paper by Peter H. Schultz and Leonard J. Scola from the Lunar and Planetary Institute, Houston, Texas, which is concerned with three regions of the moon where the surface is marked with a pattern of small craters. These craters are known to be strongly aligned.

The explanation offered is that these curious patterns were produced by the impact within the past 100 million years of the nuclei of comets. The magnetization of the rocks would have been produced by the electrically charged nuclei of the comet, while there is a pair of small craters nearby which may have been the places where the twin nuclei of the comet hit the surface. That's for starters.

The explanation is not without its problems. In the past few months, as the explanation for the mass extinction of species, the dinosaurs included, at the end of the Cretaceous Period 65 million years ago, it is supposed that the world had been hit by the earth was as much as 10 kilometres across. The argument is that the vast quantities of dust thrown into the atmosphere after the collision brought photosynthesis to a halt, and, as a result, starved the dinosaurs (and three-quarters of the other living species) to death.

An account of this theory, due to Professor Luis Alvarez (a Nobel prizewinner in physics) and his son, was published in the *Scientific American* in 1979. It is a well-known fact that the earth was hit by a comet or asteroid at the end of the Cretaceous Period 65 million years ago. The impact was so powerful that it caused the extinction of the dinosaurs and three-quarters of the other living species. The impact was so powerful that it caused the extinction of the dinosaurs and three-quarters of the other living species.

solid piece of geochemical evidence in its favour. In at least some parts of the world the geological boundary between Cretaceous and later Tertiary rocks is marked out by a thin layer of clay, just one centimetre thick, which contains a large excess (compared with other sediments) of the rare element iridium. This is precisely what should be found if the clay is in part the residue of an object with the chemical composition of chondritic meteorites, the meteorites thought to consist of the insoluble components of the primordial material from which the solar system as a whole was made.

The interest of this theory is that, like all good theories, it can be tested. One urgent need is to see whether the same explanation will account for the mass extinction of species on other earlier occasions in geological records. All in all, however, this is a theory as dramatic as Volikovsky's speculations.

So is it credible? Towards the end of last year, two astronomers from the Royal Observatory, Edinburgh argued that events of this kind are not merely possible but probable. The argument? Nature (November 29, 1979). William Nagler and S.V.M. Clube put up a convincing argument that catastrophic collisions between the various kinds have always been—and remain—on the cards.

The starting point is the well-known record of the history of meteoritic impact on the surface of the moon. For the first 2,000 million years of the 4,500 million years of the moon's existence, craters on the surface were produced at a high but declining rate, entirely consistent with the notion that the solar system began with a large amount of solid debris, ranging in size from dust to objects as big as the moon itself.

of craters on the moon impacts with other objects can the rate of cratering remain the same?

So Nagler and Clube conclude that the debris stock of debris—asteroids, comets, meteorites—must be replenished. The most plausible way of doing this, they say, is the passage of the solar system through the debris field of the galaxy. The rate at which this happens, they conclude, would have been the same as the rate at which the solar system was formed. The rate at which the solar system was formed, they conclude, would have been the same as the rate at which the solar system was formed.

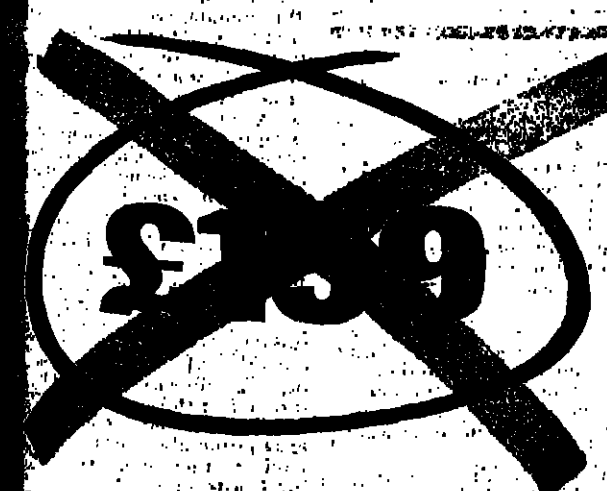
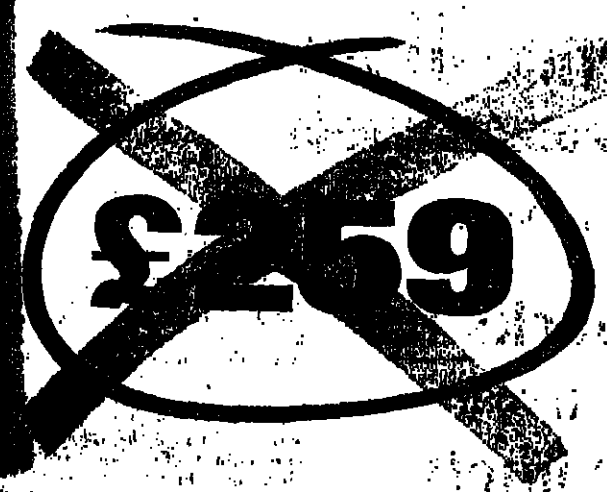
While the authors are first to acknowledge the limitations of this argument, they say it is entirely credible, it nearly accounts for the puzzles, including comets, which have disappeared under national influences (stars) and the collision of Jupiter (now supposed to have devoured some 700 light-years from us and receding at about 25 kilometres per second) from this encounter about 10 million years ago.

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Young golfers to get Ryder cup match against US team

Boy and girl golfers have been offered a new attraction—a Ryder Cup style match against the United States in October—as part of a move by the Professional Golfers' Association to attract more young players to the game over the next few years.

The British team will be composed of the top six boys and top four girls at the De Beers Diamond Junior Championships in August. They will go on to meet the American team at More, Cheshire, in a Ryder Cup format of foursomes, fourballs and singles.

The trophy is being given by Sandy Lyle, European Open champion last season, Lyle, still only 22, and a product of junior golf himself.

self-commented: "Golf has to find the way of offering the best encouragement to youngsters. The idea of an international match similar to the Ryder Cup has long been a dream of the game."

The De Beers under 18 tournament soon begins its second year, and the PGA expects a big increase on the 4,500 competitors who took part in last season's preliminaries.

Defending champion 14-year-old Janet Soulsby, of Frinton High School, Northumberland, winner of the Aer Lingus girls' tournament in 1978 and 1979 is competing again.

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OVERSEAS NEWS

France

Protests over class closures

by Jane Jessel

PARIS Class closures due to take effect from the beginning of the next school year in September have provoked an angry response from parents and teachers throughout France. The total number of classes to be cut has not yet been finalised, but education authorities will follow a continuing trend of closures.

The Government's justification for the closures lies in the falling birth rate, and consequent falling school rolls. It states that the most likely demographic forecast puts the French birth rate for the next 20 years at only about 1.8 children per woman, and it expects 70,000 fewer children to be in French schools from the beginning of the 1980-81 school year than 1979-80, in spite of catering for a higher proportion of nursery school age children.

Hand in hand with class closures goes loss of teachers' jobs—250 primary teaching posts are scheduled to disappear in the Government's budget plans.

In Paris, parents and teachers are protesting against the authority's plans to close 86 nursery and primary classes and 24 secondary classes. A total of 62 classes. Up to 30 supplementary classes might be created, but this would still mean a loss of 32 overall. Opponents to the cuts deny that falling rolls justify the proposals, although the number of children entering nursery schools was down by 3,239 in 1979.

They point out that the number in primary schools increased by 328. They also say that there are 1,500 children on nursery school waiting lists.



Left: Women's Affairs Minister Monique Pélletier—measures to age larger families and (right) protests over the planned closures

Supported by parents, teachers in several Parisian schools have called protest strikes. Among them were two primary schools whose projects to introduce handicapped children into normal classes would be doomed.

A similar picture emerges all over France. In Nice, demonstrations took place recently against the threatened closure of 15 classes. In the Pas de Calais authority between 280 and 380 classes might be closed. Six are threatened in the town of Plaisir, where 12 have already been closed since 1977.

Meanwhile, the Government is showing its concern about France's falling birth rate. Last November,



Left: Women's Affairs Minister Monique Pélletier—measures to age larger families and (right) protests over the planned closures

at a time of economic crisis, Monique Pélletier, Minister of Women's Affairs, announced measures, due to come into effect this spring, which hoped will encourage reproduction of larger families.

These include increased allowances for third and subsequent children, which would mean at least 3 per cent more income for large families with small ones.

There would be reduced transport costs for parents and third and subsequent children, and continued payment of allowances for such children's education between the ages of 20 and 25.

Australia

Demands to make cricket more safe

by Bill Purvis

The death of a young cricketer in Melbourne has brought calls for stricter safety precautions in competition matches.

Richard Henderson, aged 12, of the Melbourne suburb of Blackburn, died on February 2 after being struck on the head by the ball. Richard was fielding about three yards from the bat. Eye-witnesses said the batsman drove the ball into the ground. Richard turned his back trying to avoid the ball and it struck him on the back of the head.

Mouth-to-mouth resuscitation was applied but he was dead on arrival at hospital.

The same day an 18-year-old batting in a Melbourne High School match was killed when struck on the temple by a bouncer.

New Victorian state government committee has recommended use of lightweight cricket balls in junior matches plus restrictions on bouncers and fielding close to the bat.

The State Minister for Youth Sport and Recreation, Mr Brian Dixon, has endorsed the recommendations in the light of the two deaths.

There are an estimated 120,000 cricketers in Australian junior competitions, and administrators point out that serious accidents, much less deaths, are very rare.

The massive television coverage of the past two or three years has been blamed for some of the risks of young cricketers.

It has been claimed that young boys emulating the close fielders they see on television are in great danger because the bowlers in schoolboy cricket lack the accuracy of Test bowlers.

Mr Dixon says he fully supports the Victorian committee's recommendations and will circulate them to the Victorian Cricket Association and the education departments.

He says their adoption could mean the end of dare-devil tactics in schoolboy cricket—but could also prevent serious injury or loss of life.

Republic of Ireland

Prospects brighter for school leavers in jobs upturn

by John Walshe

DUBLIN Job prospects for Irish school leavers have been improving in recent years and there has been a sharp decline both in youth unemployment and emigration.

These trends were confirmed in the latest Labour Ministry figures which trace the career patterns of students who finished their second level post primary schooling in 1978.

A total of 878 schools and colleges were contacted personally and returns received from 570 of these. The returns covered 3,546 second level school leavers or 69.3 per cent of the estimated total of 51,200 school leavers that year. The overall response rate was lower than achieved in previous years due, mainly, to the postal strike in the Republic last year.

Of those surveyed 67.3 per cent were either in employment or training, six per cent more than in the previous year. 21 per cent were in full-time higher education. The percentage of unemployed has decreased from 7.3 per cent in 1977 and to 3.6 per cent in 1978.

A smaller number had emigrated in 1978, 1.9 per cent, compared with 2.3 per cent in 1977. The remainder either were unavailable for work or their destination was not known to the schools.

Holland

Colleges face axe

by John Richardson

THE HAGUE The number of training colleges for teachers, covering the four-to-12 age group, is to be halved. The Minister of Education, Dr Arie Pais wants to cut back the colleges for the infant and junior age groups from the present 135 training colleges for infant teachers and teachers' academies for junior teachers to a minimum of 63 and a maximum of 67. The colleges are intended for teachers destined for the new basic schools (four to 12 age group).

OVERSEAS NEWS

United States

Corporal punishment returns

by Clive Cookson

WASHINGTON Corporal punishment appears to be making a comeback in American schools, as a growing number of states and school districts are turning to the practice after years of outlawing it.

The Los Angeles board of education, which controls the country's largest school district, re-introduced the new mood last month by voting 4-1 to resume "padding" in the city's elementary and junior high schools. Padding is the traditional method of corporal punishment in the United States—it involves spanking with a paddle-like wooden implement.

Also last month, the New York State board of regents, which regulates education in the state, reversed a previous decision to ask the New York legislature to impose a state-wide ban on corporal punishment.

The board recommended that the nineteenth century state law which allows teachers to strike errant pupils should remain in effect, although local districts would still be free to set their own policies (New York City has prohibited corporal punishment for a decade).

Last year the New York regents had recommended the legislature to outlaw corporal punishment in all schools, public and private. The change of heart followed a strong lobbying campaign by parents and school officials, who argued that spanking should be an option if other methods failed.

Church schools were particularly vocal about the proposed ban. A spokesman for the New York Association of Christian Schools said the Bible gave specific instructions about corporal punishment, which he called "loving discipline".

The restoration of padding in Los Angeles follows a five-year ban on the practice. Board of education president Robert Weintraub said the decision reflected parental feelings. PTA surveys had shown parents in favour of corporal punishment at 267 schools and opposed it at 38. "These who wanted it, wanted it badly," she said.

Weatherly white families tended to oppose spanking, but many inner-city black and Hispanic parents strongly supported it.

However, the Los Angeles board imposed strong restrictions on the practice to ensure that it is not used as a punishment for minor offences. Guidelines say "one to three strokes is an appropriate number for any one incident," and they may be carried out by a teacher or other school official.

Parents or guardians have to give permission for a paddling. Moreover, corporal punishment must not be used as a punishment for a child who is physically handicapped, or who is in the process of being sexually abused, or who is in the process of being sexually abused, or who is in the process of being sexually abused.

Under the new guidelines, corporal punishment is to be administered in the presence of a teacher or other school official, and the child must be given a chance to explain his or her behaviour.

Corporal punishment was very rarely outlawed by the United States Supreme Court in 1977 on the grounds that it constitutes "cruel and unusual punishment", which is prohibited by the American Constitution.

However, the justices do not say that corporal punishment is unconstitutional, by making the practice illegal against doing so. The justices said that states have banned corporal punishment, but the remainder have not.

Corporal punishment is not usually an option under the legal school system in the 16 states that have outlawed it. In the 16 states that have not, it is still used in some schools.

But urban districts are moving towards outlawing corporal punishment. In the past few years, for example, the New York City board of education has moved towards outlawing corporal punishment.

But urban districts are moving towards outlawing corporal punishment. In the past few years, for example, the New York City board of education has moved towards outlawing corporal punishment.

Common Market

Nursery schools urged for migrants

by Rory Watson

BRUSSELS The nine EEC countries will soon be urged by the European Commission to organize an adequate network of nursery schools to accommodate foreign workers' children free of charge.

The scheme is one that EEC MPs have long pushed for and earlier this year commission president Roy Jenkins confirmed that it is one of the areas being given priority over the next 12 months.

Studies have shown that regular attendance at nursery school from the age of three gives foreign children entering primary school a significant advantage over those with a monolingual background. EEC experts consider that if bilingualism is fostered early on, it can make a positive contribution to the child's intellectual and social development.

The scheme takes on added meaning and urgency as community wide legislation on the education of the children of migrant workers comes into operation in July 1981. Meetings have already been held to determine any difficulties member states are meeting in introducing the law.

Commission officials are currently determining their priorities for migrant workers' children over the next three years. These include the second phase of the 11 pilot projects in the EEC, covering teacher training, reception facilities and language teaching of the language and culture of the children's native country.

In the 1980-81 school year, the commission intends to introduce four new experiments. Two of these will be in Britain on teaching the language and culture of origin, while the others will focus on language training in Germany.

One of these will concentrate on supplementary training for young Italian teachers preparing to teach their language and culture to the children of Italian workers in Germany.

Commission experts want to see special attention given to the following aspects of the projects: provisions for foreign children in regions with a low immigration rate; parent participation in schooling especially at pre-school level, training of second generation immigrants as teachers and counsellors, and cooperation between indigenous and foreign teachers in providing bilingual tuition for immigrants.

Spain

Private school bill before Parliament

by James Connell

BILBAO After months of bitter public debate and political manoeuvring one of the most controversial bills in recent years—the educational centres statute—is to come up for discussion in the Spanish parliament.

The bill attempts to lay down a framework for the organization and running of private schools and define responsibilities and rights of teachers, parents and pupils.

Like most Spanish legislation it tends to be over-detailed even to the point of regulating the election of headmasters, and has attracted a record number of amendments.

The reason for the polemics is the bill's effect on the private school sector, which in Spain and the varied interests it serves. Under the Franco regime 50 per cent of the school population was educated in nonstate schools.

The majority of these were run by religious orders and although most cater for the middle classes, low fee schools covered a good part of the school population.

Other private schools were purely secular and often run on a profit-making basis. Filling a gap left by the deficient state school network. Since the advent of democracy this percentage has dropped to 35 per cent of the nation's schoolchildren.

A major factor in this decrease has been socialist pressure to extend and upgrade the state schools which resulted in a crash programme approved three years ago.

The new state school places available together with the prohibitive cost of the private schools whose fees have been rising 15 per cent a year, has made inroads in the private school ranks.



Nursery schools provide language advantages for foreign children according to the EEC Commission in Brussels (right).

language training in Germany.

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Similarly, there is felt to be an urgent need for a more developed system of information exchange between field workers and planners in this area. This is expected to be a priority of the new information network being established.

Educational guidance for migrants' children is considered in many instances to be inadequate. The commission is convinced that guidance offices should be established in parallel to or integrated with school structures to receive the new arrivals, provide educational guidance during studies and vocational guidance and help under-18 year-olds finding their first job.

Finally, work on radio and television educational programmes and language courses is expected to reach fruition this year with the completion of a study by the BBC.

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COURSES

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Application forms and further information may be obtained from the Registrar, Charlotte Mason College, Ambleside, Cumbria LA22 9BB.

There is still a Shortage of Mathematics Teachers

The Teaching Studies Unit at The Polytechnic of North London offers for September 1980 a one year full-time training course in Secondary Mathematics for qualified teachers. If you have just qualified, or are thinking of going back to teaching this might be the course for you provided you've got a sound maths background.

Newly qualified teachers are eligible for extension of grant and those teachers not at present in post may be eligible for Government assistance.

Further particulars about eligibility for financial assistance may be obtained from the D.G.S.

For further details of the course write to Dennis Lewis, Course Tutor, Mathematics Retraining Course, Department of Teaching Studies, The Polytechnic of North London, Prince of Wales Road, London NW6 5LS. Tel: 01-607 2789 ext. 4024 or 4000.

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People

Tony Howarth

It was with much sadness that we learned last week of the death of Tony Howarth, at the tragically early age of 41. He had for many years been one of our most valued and prolific writers: one of the last articles he wrote appears on page 29.

He came from Sheffield, where his parents kept a fish and chip shop, and won a place at grammar school and then at University College, Oxford.

After reading history at Oxford, he taught for a while in London before moving up to Cambridge Village College and thence to Bicester School where he became head of history. It was at Bicester that he began to develop and test out an imaginative modern history scheme which was subsequently published by Longman under the title *The Great War*. His colleagues at Bicester paid tribute this week to his work there: his enthusiasm and inventiveness communicated themselves to all with whom he came into contact with the result that history rapidly assumed a position of central importance in the curriculum.

Three years ago Tony Howarth edited the *TES Guide to Careers in Education* and his latest book, *Twentieth Century History: The World Since 1900*, was published by Longman last year. He also wrote a successful stage play.

Tony Howarth's journalism bore the hallmarks so evident in this week's article: he always packed a punch, and usually delivered it with down to earth humour. He was nobody's fool, and was adept at pointing out the flaws in plausible sounding arguments. He cared deeply both about children as people, and also about their education. He was an immensely likeable man, and will be much missed. He leaves a wife and two children.

Michael Church

Mrs Margaret Hayward, 35, deputy principal of Catterton Community College in Leicestershire, is the new head of Sydenham School, Bridgewater, in Somerset, a mixed school for 11 to 16s. Somerset education authority says it is keen for more women to compete for top jobs.

Mr Anastasios Christodoulou, secretary of the Open University for the past 11 years, will succeed Sir Hugh Springer as secretary general of the Association of Commonwealth Universities when he retires in September.

Mrs Marion Allipen, deputy head of Brackenbury Primary School, Hammersmith, has been appointed headteacher of Penantant Infants School in Tulsa Hill, South London.

Mr John Lee, MP for Nelson and Colne, is to be chairman of the Council of the National Youth Bureau, succeeding Mr Christopher Price, MP, chairman for the past three years. The bureau is a charitable trust, grant aided by the DRS, providing an information service.

Mr Robert Sharp, 43, has been appointed deputy education officer for Essex, succeeding John Morris, recently promoted education officer. Mr Sharp, a former headmaster, has been responsible for further education in Essex since 1974.

Mr David Ward, deputy headmaster of Portsmouth Grammar School, will be the new headmaster of the Balm Grammar School for Boys at Oldham from September. He succeeds Mr Sidney Johnson who retires in the summer after 15 years' service.

Mr Tony Andrews, 34, has been appointed headteacher of North Croft School for the maladjusted in Hammersmith, West London.

Mr Donible Hendrick, 44, acting head of Beornmyn School for the maladjusted in Southwark, has been appointed headmaster.

Mr James Smith, at present deputy head at Selwyn Jones high school, St Helens, has been made master of Clarendon Park High School, St Helens.



Mrs Ada James, 61, a school cleaner and Mr Kevin Smith, 20, her care-taker boss at Counthill School, Oldham, both revealed their artistic talents in an exhibition at the Grange arts centre this week. Mrs James, a cleaner for the past five years, was inspired to start painting two years ago after seeing Constable's 'Haywain'. 'I haven't had any classes. I use a 99p box of children's paints which my son gave me, and I work on the wall in my living room,' she said. Mrs Smith, the youngest care-taker at Counthill School, 'His paintings are mostly pencil drawings of animals and wildlife. The exhibition attracted the work of school cleaners and care-takers and the Police will be next show.'

COURSES

Calling all Maths Teachers

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The Department of Teaching Studies at The Polytechnic of North London invites Mathematics Teachers in schools and colleges to apply for the two year part-time course leading to the Postgraduate Diploma in Mathematical Education.

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Learning from the inside

Reginald Hill proposes a college apprentice scheme for intending young teachers

Once a practice has become established it takes a brave man, a fool or a catastrophe to change it. There have been several changes in the professional training of teachers, and it would be a salutary exercise to decide which category the initiators of those changes came. I count myself fortunate to have entered the profession during a catastrophe—that was possibly my only chance.

The war had just ended and the shortage of teachers could not be matched by the training programme; entrants were attracted from other professions but asked to teach while awaiting a training place. These "emergency entrants" were the injection that the profession needed—eager, anxious to learn and, above all, with a professional attitude to their training and work.

Although not an "emergency student" myself, I worked and trained beside them; and I was reminded of teachers who started their training as "pupil teachers" some of whom taught me as a child, and with whom I had the joy of teaching when I first qualified. Their entry to teaching was similar to that which I earlier experienced in another profession, where I practised all day with qualified senior and then continued my studies during the evenings.

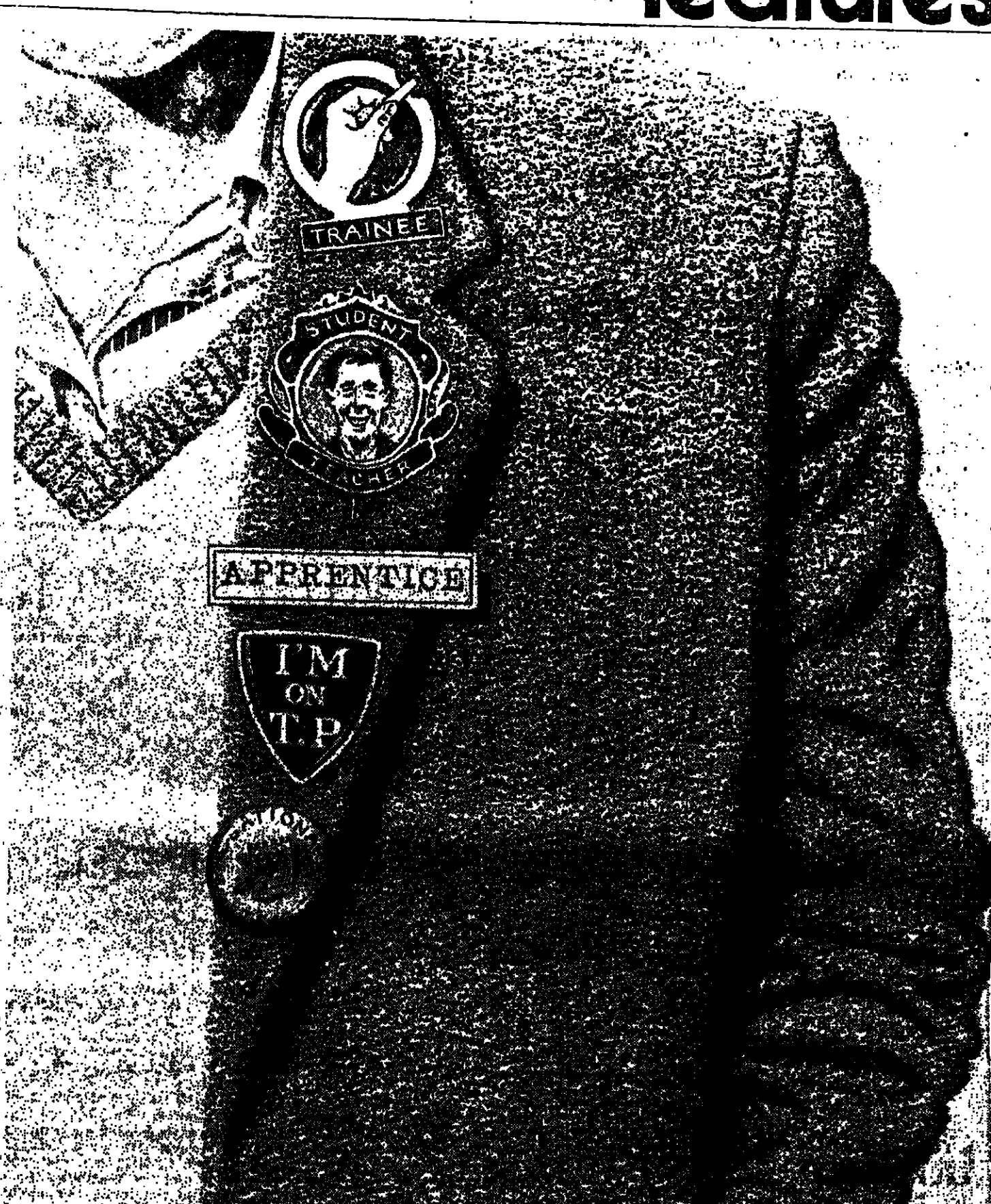
I have many times contemplated how an apprenticeship might be re-introduced. In-service courses are now established. Most authorities have teachers' centres and so the organization of administration already exist for pre-college school work. An intending teacher could seek a place within a school, to be allowed to observe a qualified staff; but approximately 20 per cent of their time would be spent at the teachers' centre to learn aspects of professional skills which, over the years, have too often been left until before a teaching practice, or even during the probationary year.

Because the aim of the pre-college year would be for the intending teacher to observe the profession as well as for the student to spend time in schools of different age groups and so be in a better position to choose which grouping was of greatest interest. The one term at each school would also avoid the obvious danger of the student being a qualified teacher, for they would have to observe one of the staff in such a short

period. Their term they would expect to be introduced to as many aspects of the profession as possible and encouraged to try out types of teachers at work—excellent, the indifferent, the most mediocre, as well as the newly qualified. The apprenticeship year could be of value only if it was compulsory for the student to circulate in all areas of teaching, and especially where there was initially no professional teacher.

Games enthusiasts would also engage in academic work: the arts student in science and science, the crafts student in dance. But it would be the conversation with all members of staff, each with their own specializations and enthusiasms, that would help intending teachers to judge their own approach to training or, in fact, their own readiness to enter the profession.

The work of the teachers' centres would be largely practical, and would not seek to intrude upon the professional



sive and as normal as possible, and so, as far as possible, they would not be seen as passive observers. In many areas of work, they would be expected to undertake a great deal which is currently carried out by ancillaries.

This work would depend upon the age-group of the children, but would range from helping with paper-cutting, refilling paint pots, cleaning up spill materials and helping with ordinary physical needs in the infant schools, to the preparation of materials and equipment in secondary schools. It would, of course, be less simple to be unobtrusive in some academic secondary classes, but the student would still assist the teacher in general preparation and organization, besides observing the teaching.

They would truly be apprentices and could, if suitable and appropriate occasions arose, be encouraged to undertake some carefully supervised teaching. Because school journeys, concerts, games events, playground duties are all important aspects of our professional lives, the students would usefully be involved as part of a team, and so be made aware of all that is required in our work.

The work of the teachers' centres would be largely practical, and would not seek to intrude upon the professional

work of the colleges. There is so much hardware in use in schools, the centres could play an important role in giving thorough instruction in as many items of apparatus as possible, as well as confidence in their use.

So often, students on teaching practice, probationary teachers as well as experienced members of staff, express doubts about the use of visual aids. Suddenly, and at an awkward moment, they seek help on which way a carbon goes for prepping a spirit duplicator stencil, or whether a transparency goes into the projector upside down or back to front.

A session on a typewriter could be of immense value for some students, but there are also some quite mundane skills which could be improved—efficient writing on a blackboard, good lettering for charts or work-cards, writing a straightforward notice for display on a board. No teacher should ever seek to excuse bad techniques by claiming to lack skill in such practical matters—they are the necessary tools of our profession.

Of a less practical nature, the intending teacher should know how their future profession is able to function, to understand how schools are financed, to have some knowledge of support services, and the work of non-teaching staff in schools.

They would be expected to pursue their own studies to improve their own subject background and, if possible, to explore new channels.

Above all, the in-service work which they undertake must never be considered as a way of occupying a leisurely day out each week, but rather as an integral part of the pre-college year. A good recommendation from those concerned with the student's year would be a pre-requisite to admission to training; much of the in-service work and school experience might reasonably be examinable, and a high achievement expected.

Intending entrants must feel that they are joining a profession, and not entering teaching as an off-shoot of their own academic development and interests. As apprentices, they would be playing an important and useful part, would be expected to work hard and give good service to their schools, and would be paid a salary which would reflect their position.

This salary need not be an extra burden upon the education authorities' funds, as the students might relieve the need for some ancillary assistance; but it would undoubtedly be a useful bonus once they had entered college.

Reginald Hill is head of The County Middle School, Chesham, Bucks.

'Some experiences are so precious and difficult to nurture, they deserve to be treated as endangered curriculum species: music is one of them'

George Walker highlights the growing crisis for music in state schools

The buoyant state of musical life in Britain has been one of the social mysteries of recent years. Despite meagre subsidies and grants, inadequate rehearsal facilities and the escalating cost of labour and services, Britain has remained the musical centre of the world, with the number of its own orchestras, choirs, concerts and competitions actually increasing. At the start of the 1980s, no other capital city can rival the quality of London's nightly programme of recitals, concerts, opera and ballet.

Equally impressive has been the growing interest shown in the musical achievements of the young. Several county professional levels, and our National Youth Orchestra plays to an audience of millions via radio and television at its annual performance at the Promenade Concerts. The public's imagination has also been caught by programmes like the BBC's Young Musician of the Year and Thames Television's Banfare for Young Musicians, while the School Proms continue to reveal an impressive range and depth of musical talent.

On more than one occasion, Sir Robert Mayer, the champion of young musicians, has pointed out the strange inverse relationship between Britain's economic and musical fortunes. It would be comforting to believe that what we are witnessing actually is a relationship—a musical fanfare in delicate defiance of the harsh economic climate. But we would be very wrong, because those young performers are the glittering tip of an iceberg whose foundation, hidden from public view, is in danger of melting away.

For most children—particularly those who do not later to music at home—the primary school is the cradle of musical experience, where a child's natural instinct for sound and rhythm is awakened and developed. This progression from a personal to a more formal knowledge makes heavy demands on the music teacher's skill and flexibility, requiring a confidence that is based upon soundly acquired and practised skills, in particular singing and piano playing.

But in many schools, particularly those who do not later to music at home—the primary school is the cradle of musical experience, where a child's natural instinct for sound and rhythm is awakened and developed. This progression from a personal to a more formal knowledge makes heavy demands on the music teacher's skill and flexibility, requiring a confidence that is based upon soundly acquired and practised skills, in particular singing and piano playing.

This has two consequences: lasting harm can be done when important techniques (breathing, counting, tonguing) are incorrectly taught to young players, and the early identification of gifted musicians (emphasized so strongly in the



Terry Williams

1978 Valzey Report to the Gulbenkian Foundation "Training Musicians") is less likely to take place.

The report of the Primary Survey, conducted by HM Inspectors between 1975 and 1977 and published in 1978, laid emphasis on the crucial role of specialist teachers. Encouragingly, it showed that 70 per cent of primary schools had a teacher with a designated responsibility for music—better than any other subject.

But an up-to-date survey by HMI has revealed that two-thirds of the music in primary schools is taught by the class teacher. These two findings do not match up: either those nominated were specialists in name only, or else they have been forced by falling numbers to resume the role of class teachers.

A shortage of any important commodity points to a policy of sharing what remains. Pupils could either travel to a music centre, or a nominated specialist teacher could visit the school.

Neither option is likely to convince itself to teachers who are still accustomed to containing the school's experience within its own walls and staff room.

How can specialists pass on their knowledge so that other teachers can use it effectively? As a profession we are still very keen at learning from one another, but at the same time we find it difficult to put aside our roles as teachers and to concentrate on the survival plans over a cup of staffroom coffee. ("Just remind me what the fingering is for G sharp"), and always willing to consider a lengthy period of in-service training in the country (alas, no longer an option), we are not very effective at devising and seeing through programmes of school-based learning where the expertise of colleagues and advisers can be shared.

Learning from other teachers in the shop floor is likely to be the biggest

professional challenge of the 1980s, since it will probably be the most effective way of safeguarding the all-round education of our pupils. To the credit of those guiding the new look Schools Council, its first year programme contains just such a project to examine the most effective ways of using specialist teachers in primary schools.

In the secondary school, the position of music has always been precarious. Over the years most traditional subjects have developed a natural immunity to the hostility of the timetable, the examination system and even the occasional head teacher. Their survival is assured.

But what chance is there for a subject like music, which was once longer than a shadow, and which has now become a shadowy specialist teacher who passes on his knowledge to a few lucky pupils asking for lessons (even from English and Mathematics) for their instrumental lessons; a shadowy specialist teacher who passes on his knowledge to a few lucky pupils asking for lessons (even from English and Mathematics) for their instrumental lessons;

But at the age of 11, the exuberance that is a feature of good primary experience suddenly gets swallowed up into a serious academic study. Much of that missing exhilaration and depth of feeling are being put back into secondary school music by the Schools Council Project, directed from York University by John Paynter. But will this new approach be

Only on a Saturday Pupils such as these, at a weekend session in the Guildhall School Music and Drama are becoming even of a privileged minority as the cuts bite deep into the music on offer in schools.

robust enough to withstand increasingly competitive secondary curriculum?

It is clear that the position and related aesthetic experiences needs protection. The work of the first used in a curriculum, 1977 Green Paper Education and it is an apt one, but the implication, that the music of young people, even though they may be the country's elite, is not to be planned, then a shadowy figure, whereby the most popular, best surviving, while the metamorphosis—rather than a social studies—or else in

Unfortunately, the Framework for the has done little to acknowledge the elements of music, but forward in the curriculum 11-16, but ignored in the qualifying sentence: "The essential to retain, in our view, is that any of 16 should be capable of doing that it offers properly thought progressive experience in all areas."

Instead of recommending the of the aesthetic/practical curriculum to 16, while giving choice within this area, including drama "at some stage or other in the education of every pupil then only as part of a progressive music teachers because there is no opportunity to learn instruments at the end of the day and the many new and

increased and peripatetic teachers become the first casualties of spending cuts. Indeed, music-making is in danger of being pushed out of schools, and so restricted to families who can afford to buy an expensive instrument and drive a car with a large enough boot to carry it to lessons and rehearsals.

Some experiences offered in schools are so precious and difficult to nurture, they deserve to be treated as endangered curriculum species, lest they be lost to our pupils altogether. Music is one of them. If we want the next generation to have the same opportunities we are lucky enough to enjoy, we should get it on to the protected list without delay.

Year of the pupil

Malcolm Gooch

With the end of the International Year of the Child, is it not time to think about a national "year of the pupil", and to rethink certain aspects of school life and organization which might lead to schools becoming more rewarding places for children?

We have had the organizational revolution and the curricular debate, although neither are resolved, and perhaps never will be. But there are many things in our schools that seldom change—not because we have got them right, but because they are either felt to be symbolic of learning and order, or because they have implications for other areas of life which would raise problems were they altered.

The changed school day is one such example. Largely for financial reasons, several authorities have toyed with the idea that perhaps the German model of morning school from eight until one-thirty or two might be more appropriate, thereby saving on heating and lighting during the winter months, and perhaps school dinners as well.

Such suggestions, like the varied attempts to alter the school week with more, shorter terms and a wider spread of holidays, are met by an anguished public response: what is going to happen to children whose parents are both at work? Will this be a nation of latchkey children? Will living standards decline as mothers leave work to tend their children?

The answer of course is that either the nation has to prepare for afternoons full of unattended and unsupervised children or, as the Germans do, provide other activities: sporting, cultural or even occupational—for example, this would be an ideal opportunity for older children to have work experience. Such changes would be unlikely to be cheaper than the present arrangements; but they could be better educationally.

In general children work well in the mornings. Leaving a variety of activities that now take up a considerable part of each day to be pursued in the afternoons would make real sense of an overcrowded curriculum, and might even lead to an improvement in standards, not to mention the benefit to be gained by making certain compulsory activities voluntary—games for example. There would be time left in the day, if the conditions of employment for teachers were even properly resolved, for marking, preparation and meetings, inside a restructured and clearly defined teaching day.

This could alter the face of schools and revitalize a flagging system. With it goes the reconstructed year: terms of equal length; the reduction of the summer break; the removal of that period of "dead" time which occurs between the end of public examinations and the end of the summer term.

Schools were never visualized as child-minding centres enabling the general populace, of both sexes, to go out to work, but as centres of learning, which they are in danger of ceasing to be. If large-scale child-minding is required by society—and it obviously is—then other agencies and personnel might assume such a responsibility, thus enabling schools to return to that function described in the 1944 Education Act as contributing towards the spiritual, moral, mental and physical development of the community.

There are two other matters which could be attended to at the same time: uniform and corporal punishment. Whatever is said for or against school uniform, there is no doubt that it remains a powerful symbol in many people's minds, representing learning and control. Headmasters and others have been heard to say that good schools have uniforms, bad ones do not.

What such a statement says about schools in many other countries, America and Germany for example, one hates to think. Surely it is not being suggested that a country like Germany, whose economic growth since the war has put much of Europe in the shade, has an education system inferior to ours because the pupils do not wear uniform? It has to be faced that the valid arguments for uniform are largely dead, and that the surviving ones have more to do with social aspiration and elitism than anything constructive.

At least one education authority is now considering discontinuing the provision of uniform allowances; an excellent idea—if uniform is to be discontinued as well. Parents would only have to provide one set of clothes for their children, not two—uniform and what they wear normally—and teachers would be able to concentrate on the issues that really count, such as hard work, making sure that pupils have pens and pencils, and do their homework—in fact concentrate on the learning process.

Furthermore, such a move would encourage the development of individuality and style in children's dress, surely of greater educational value than repressing such things through the imposition of special clothing, which upsets and enrages the adolescent for no purpose, and which is almost always inappropriate for many parts of the curriculum?

Lastly, there is corporal punishment. Once again we move against the mainstream of European opinion. To say that children should never be struck is to fly in the face of human nature, but there is a great difference between an occasional blow in anger and frustration by a parent or, heaven forbid, by a teacher—although illegal—and the infliction of institutionalized punishment.

The arguments are so well worn now that it is almost an embarrassment to repeat them. Unfortunately, it is necessary to do so, as long as we continue to up the ante in school. No matter how ideal we imagine our schools and teachers to be, we must face the fact that corporal punishment allows for the exercise of sadism in a tiny minority; undoubtedly has sexual connotations for a few others; can have an adverse emotional effect on some children; and teaches all children, many firmly believe, the value of force in gaining and keeping control.

It acts as a barrier between reasoned argument and the carrying out of unpopular tasks, which cannot be good for the learning process, whilst affecting relationships between children and teachers, relationships which should grow out of mutual trust and respect. It is also a humiliating process in its actual execution, for both child and teacher.

Many teachers and schools manage perfectly well without it, as do whole nations elsewhere. Why do we British feel that it is still necessary?

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Malcolm Gooch is head of Stanbridge Hall, Banbury School, Oxfordshire.



George Walker is head of The Heathcote School, Stevenage.

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review

The first thing that must be admitted about the Bard, acknowledged beyond all argument, is that he is boring. Ask anybody, in the street, at work, in the shops, buses, trains, cinemas—yes, even theatres—“force me to tell the honest truth, and they will admit it. They would rather suffer any trauma, any indignity than sit through a Shakespearean play.

Once sat in Tom Courtenay's dressing room at the Royal Exchange, Manchester, after briefly watching him, dressed in a barrel, bash out Mulvillo against a suffocating wall of sleepy teenage indifference. Poor Tom I couldn't stand it. I fled. He could not. He staggered off later to greet me with the anguished cry: “The bloody Bard should be buried for 20 bloody years!” It was difficult not to agree.

Yet William Shakespeare remains unavailable as our dream mouthpiece. He rings bell after bell after bell, saying for us with perfect, spine-tingling beauty all that we have always wanted to say, and people like us have always wanted to say, while struggling with our own mundane efforts at communicating down through the centuries. Pick out any great speech, say from Macbeth, analyse it. I did with my 14-year-old daughter the other day. “What is he saying, Genevieve? Let's take it piece by piece, phrase by phrase.”

... his virtues
Will plead like angels trumpet-tongued,
against
The deep damnation of his taking-off;
And pity, like a naked new-born babe,
Striding the blast, or heaven's cherubim
horsed,
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye.

“Is there, could there possibly be, any more exquisite way of putting down that particular truth, in a rhetorically more marvellous? Could anyone conjure up in your mind's eye a more ringing cadence of images?” “No!” She had to wear a look of utter despair, as if she were weary of trying to lift this strange archaic verse off the grubby stool plate. “That is beautiful. But so much of it is boring.”

And it is. She's right. And, what's more, the sooner we satisfy that gut reaction for her and her generation, admit it, the better. Great chunks of *Julius Caesar*, the second half, Yawn! Yawn! Me too. But

Like angels trumpet-tongued

Colin Welland argues the case for a demystification of Shakespeare

there again what about Mark Anthony's plea to the Mob? And that row between Brutus and Cassius, probably the richest and most accurately written barney between two main men ever?

I saw *Measure for Measure* on television last year. I didn't know the play. I found the language enthralling. Anyone who's ever sat down with a blank page, set out to captivate 500 souls for two hours with just a platform and the spoken word, knows just how painfully difficult it is. *Measure for Measure* had my mouth hanging open. But you see, I'm in the know, aware of the difficulties Shakespeare can present. I'm prepared to sit through minutes on end of apparent gibberish, sit and wait for those moments I know are coming, when our dear old English climbs into clouds of glory.

But why should the kids be? They are not. They are, in fact, the most wearied of trying to lift this strange archaic verse off the grubby stool plate. “That is beautiful. But so much of it is boring.”

And it is. She's right. And, what's more, the sooner we satisfy that gut reaction for her and her generation, admit it, the better. Great chunks of *Julius Caesar*, the second half, Yawn! Yawn! Me too. But

new literature from Africa is that it has had to be international, published in London or Paris, before it has been able to be local, published at home. It seemed to me that the local accident—there was no ambiguity about the meaning—and that it could be argued that the use of the word “tight” had referred to the phrase, that sense of physical intimacy that was clearly in it once of people hugged together—but that had been out of it, as the word “close” in English became a less intense, less physical word.

In any case, what was correcting me was back to my teaching days when I had collected phrases and sentences that, in one light or other, seemed to me in the right. What did you say about a cockney's sturdy assertion: “Today is a speech day. I'm not going to dress up for no one.” Certainly he ought to know what the effect of the double negative was, and want on suitable occasions to avoid it.

The discussion of correctness was to be a furious thread running through all my work on that BBC programme. Not that it rested, necessarily, on the issue of demonstrable error, or logical failure, as with the double negative. But what did you make of such a sentence as: “He had come nearer with his squabble which was shaking the ground like strong lightning.” “Wrong,” wrong, wrong? “Squabble” means noisy but not serious argument. Choose another word! As for “strong” lightning—come, come! Here we are in the middle of runaway rain, Englishness—though I should say, of course, un-English-Englishness.

And then what about the word “nylon”? As I found it was being used round about 1968 in a corner of Nigeria. There had been this advertising campaign that

still, my old Uncle George still finds Beatrice and Benedict as verbally transparent as Pravda. Old Shakespeare really expects a lot—or at least his supporters' club do. The man's dialogue is 300 years old and written in verse. And, the way it is often played today, its exponents could not make it more difficult if they pulled out “sticking masks” and stuffed their mouths with prunes.

And yet our language is littered, interlarded with the man's wit and perception. How often have you seen or heard a Shakespeare play for the first time and said: “So that's where that came from.” What you have always accepted as a capulation of centuries of folk wisdom you find originated hundreds of years ago down Southway in the dome of St William—between a couple of tankards of sack. He is as much ours as football, Yorkshire pudding, or a Lakeland fella. Yes, there are jewels there all right, waiting to be freshly mined by each new kid who opens up his first tatty school edition—or, giggling, plonks her pen into her first plush seat at the local pub. But how do we help them lay the beam, help save poor old Tom that mightily despairs again?

Well, for me, the secret lies in coming clean. Do not treat the Bard as a God (even

though, between ourselves, we believe he is). Do not savour each word as if it were a burning bush. Clear decks. Do not ask for reverence or blind worshipful respect—but, for the man, his genius, step by step, his boring bits and all. Let him earn his respect—for nobody in history is so equipped to do so.

Once he is there, just another man, maybe something to offer, let him be on the kids. For what writer, since King began, has as grand a sense of his place as Shakespeare? A generation bred on the Kop at Stamford End, the drama of flying and Grunwick, need space and need to know what the power of a situation means in real terms—and it cannot be generated huddled over school desks, remember once re-enacting the assassination of Caesar on a rugby pitch with whole fourth year. Julius and his pal traitorous entourage (fully trained in turn, as to their respective fault and grace and evil intent) made their way through the posts. Adoring crowds poured in to greet them from each waving, cheering, casting palms (the feast, Caesar, himself one of those boys and as pleased as Punch, imperiously down a channel of adulation to enter “the Capitol” and never so brutally murdered.

Then, and only then, it was back to words, less find how Shakespeare himself experienced it, put it on the page. And if the girls are into family life, scandal, the power of passion, ambition and hate, if they're into *Dallas*, as some are, then give them the same terms. Create a new myth, the dressing up, the knowing, the gossip. The horny king, the sex-mad Queen—the young dreamy prince, character very close to their heart, the “play within the play,” or the for row drama, where's the West touch them?

If Tom's future young, young, ones are so exposed, if all kinds of ing obediently off the school trip, have had personal experience of drama to be unfolded before them, maybe his despair will be a thing of the past. Maybe we'll be able to cancel undertaker for at least a generation.

Lifescritps

Andrew Davies on a week's television

accepted wisdom about comedy goes like this. There are two kinds. The first consists of funny being themselves: classic examples would be Eric Morecambe and Tommy Cooper. Their shows consist of a mixture of set-up comedy and simple jokes designed to let the funny do his funny stuff. The second involves actors with a gift for timing in a kind of repeat, playing comic aspects of everyday behaviour in a series of variations on a basic theme. These variations are misleadingly means in real terms—and it cannot be generated huddled over school desks, remember once re-enacting the assassination of Caesar on a rugby pitch with whole fourth year. Julius and his pal traitorous entourage (fully trained in turn, as to their respective fault and grace and evil intent) made their way through the posts. Adoring crowds poured in to greet them from each waving, cheering, casting palms (the feast, Caesar, himself one of those boys and as pleased as Punch, imperiously down a channel of adulation to enter “the Capitol” and never so brutally murdered.

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Art or illustration?

Michael Clarke

Ruskin Spear: a retrospective exhibition. Royal Academy until April 13.

Ruskin Spear was a student of the Royal College of Art in the 1930s. His English art was revealing of the second injection of modernism to the Continent. A space of the journals carried features on surrealism and Constructivism, and several important artists in this movement were among his friends. He was one of the first to bring the new art to England. At last, English art seemed to be breaking provincialism.

Before the First World War, the two Post-Impressionist movements had made a rent in English art-world and the first radical art group was formed by the Vorticists. Their four pictures, however, did not prove to be as influential in following years as those of the London Group. By the 1930s, when Win Coldstream, John and Victor Pasmore, and the Euston Road School in London, what they considered to be the extremes of modernism, the group of Camden Town was still

the background to this thirteenth-century was one of social and political tension. The slump had been affecting Coldstream and his fellow members of his group. He said: “I became convinced that art ought to be a wider public whereas it was an artistic revolution. The opposite direction was taken by the Surrealists. Road School was a group of Camden Town was still

English Constructivists and Surrealists with the left-wing Artists International Association. It was the Camden Town and Euston Road painters that most influenced Ruskin Spear and with modernism once more under attack the retrospective exhibition of his work at the Royal Academy offers an opportunity to consider some of the difficulties in accepting a tradition of realism as an alternative.

Always figurative and with commonplace subject matter Spear's style ranges from an almost vulgar, magazine-illustrator to the near frenzy of a Van Gogh. One after the other he has tried out the different interpretations of realism including, as Slicker did before him, transcriptions from photography. But all his technical facility cannot hide the fact that realism now can only appear for what it is: a borrowed style whose limitations are too restrictive for our needs.

Our twentieth-century understanding and awareness of space, time and perception have changed as much as it is foolish to expect that structures and techniques developed to serve the needs of another age should meet our needs now. The innovative movements of modern art arose in direct response to these changes and while some aspects of them are still inaccessible to a wider public they do, nevertheless, represent modern sensibility.

Something of that sensibility appears even in Ruskin Spear's paintings: but whether it is the occasional flattened or telescoped space, the “Double Diamond” and “Mrs Barbara Castle at the Royal Academy Banquet”, or the more arbitrary relationships of a picture like “Brightly Shone the Moon that Night”, it always strains the fundaments of realism. The Royal College as a teacher and was certainly influential on the social realism of the fifties kitchen-sink school. If he was also influential on the Pop Artists who came after,



Paul Eddington as Jim Hacker MP, in “Yes Minister”

With Boobs, and on, and on. There is also a story about a Common Market Spaceprobe, running, or staggering, a very long way after the Hitchhiker's Guide.

Director Glyn Edwards has found the appropriate visual style: a sort of Dad's First Home Movie camera technique, aiming to get everyone

in shot all the time, just in case one of them does something funny. No chance. The irony is that Ruskin Spear has already provided the source material for a good lifescritp show in his very funny “Supergrip” book, a survival guide for stobs. If he can be dissuaded from the hemlock after the present effort,

Well, what?

What is a Masterpiece? By Kenneth Clark. Thames and Hudson £9.50. 500 pp. 1971.

The concept of the masterpiece is a serious one. It rests upon a particular standard of excellence which itself is dependent upon historical, social and cultural factors. Trivialising these issues, as both author and publisher do here, will not make them disappear. Any attempt to answer the question the title poses must not only include these factors, as Kenneth Clark does, but explain their contribution to the concept, which he does not. In fact, he avoids any such involvement by refusing to discuss the subject in general, abstract terms and sticking to concrete works, specifically art in Europe from the Renaissance to the beginning of this century.

The question the book really answers is not the general one of its title but the much more specific one of what constituted a masterpiece during that particular period.

Dance, dance, little lady

London Festival Ballet is taking its first tentative steps into the field of dance education. John Travla, ex-dancer and archivist for the company, and Anne Manger, a soloist, are offering a friendly illustrated talks on the ballet and a lecture-demonstration on the classical dance technique with opportunities for children to take part in the class. The flexible programme is being developed in response to the regular flow of enquiries the company gets from parents and children about the work of the company.

A demonstration last week at Festival Ballet House (cost per child 50p) concentrated on *The Sleeping Beauty* (currently in the company's repertoire). It illustrated the basic classical movements and focused, with the help of photographs and old props and costumes, on extracts like the Garland Dance,

perhaps he might have a think about Supergrip.

But the real comedy find (this season has been Yes Minister (BBC 1) a classic example of the script-plus-actors genre, which straggled into the schedules a couple of weeks ago with truly Wykelesian force. Its subject is the torrid, love-hate relationship between government and the permanent Civil Service—a natural, one might have thought, for one of those hour Roger Graef documentaries rather than a prime-time comedy show. Its particular assets are its wickedly knowing script by Anthony Jay and Jonathan Lynn, and its rich performances by Paul Eddington as the idealistic but manipulative new Cabinet Minister, and Nigel Hawthorne in serpentine form as the Permanent Secretary who manipulates him. It is a joy to watch a comedy which has such confidence in its audience. Most comedy programmes insult one's intelligence: this one stretches it. What we are laughing at is human fallibility: there are very few jokes as such.

But here's one, to give you the idea. “Long time no see,” says Paul Eddington with nervous hesitancy to the visiting African head of state. “There's no need to use pidgin English with me, Jim,” replies the African coldly. It's a joke about social unease, about racial suspicion, and a lovely example of the English language as a minefield. To appreciate it fully in context we also have to understand that the two men were contemporaries at LSE, the social significance of the LSE vis-à-vis Oxbridge, that the African carried off a scarred First while the Englishman took a mediocre Second, and that the encounter takes place in the sardonic presence of Nigel Hawthorne's Sir Humphrey. The jokes are hedged deep in life, and they flower in your mind. It's early days yet, but I think we may be in at the start of one of the most fruitful variations ever on the old master-servant situation. Another sort of lifescritp, perhaps.

Andrew Davies's play “Rose” is currently at the Duke of York's Theatre, London.

“It is above all the work of an artist, of genius, who has been described by the spirit of the time in a way that has made his individual ‘experiences’ universal. Apart from this being a thoroughly academic, even nineteenth-century view of art, it is too vague (What does the spirit of the time mean?) and begs too many questions (can any work of art transcend its cultural context to become universal?).

Central to the concept of the masterpiece during Clark's chosen period is the master work: those big machines into which the artist put everything that he knew, in order to show his complete professional command of his craft. For us, times—embarrassingly contrary to our taste and Clark concedes that we often need to force ourselves to feel some of the emptiness that overweighed nineteenth-century historians of art in the last century. But instead of admitting that our needs and sensibilities have changed and recognising the significance of this, he subjects “accuses” both us and our times of inadequacy and concludes: “By these works our modern painting is condemned.”

M.C.

the Rose Adagio and the Cane Dance. A small, educational kit, sponsored by W. H. Smith, provided support material. It included a colour poster of the ballet, with a story synopsis, brief (but dull) history of the ballet, a description of the work of a designer and a “Meet the Stars” box, featuring Manolo Azensio and Virginia Laves of the Salins. There is also a crossword, a join-the-dots picture, a little board game based on the ballet, plus details of a competition for an outline story for a ballet, with ideas for settings, costumes, sign, and music all welcome. The typeface is a bit small for easy reading.

For further details, contact: Sue Hoyle, Education Officer, Festival Ballet House, 39 Jay Mews, London SW7 2BS.

Rosemary Harrell

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developmental sequencing" (p. 106).

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We deeply regret that Tom Howard, a regular and valued contributor to the Resources pages, died suddenly on Thursday, March 6. His obituary appears on page 18.

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10



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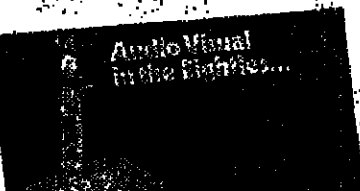
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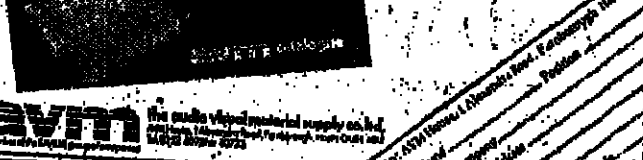
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extra Applied technology

Liz Heron on the work of the Council for Educational Technology

To start with, the term "educational technology" demands a certain degree of clarification. A consideration of the work of the Council for Educational Technology has to take into account both the general use of the term in the sense of media resources such as transparencies, audio-cassettes, video, film, television, and latterly computers; and its use as defined by the CET in its annual report: "The Council for Educational Technology interprets the term 'educational technology' as being concerned in the broadest sense with the design of learning systems, drawing upon all the available media, resources and communications, and integrating them with established teaching techniques in the most effective manner to achieve stated ends."

While many teachers and others involved in education certainly recognize the value of audio-visual media as teaching aids and resources, and in some cases this recognition includes a concern for the use of these media to be accompanied by the development of a critical awareness of the techniques and the everyday effects of media studies and film studies - it does not follow that they would be in sympathy with the curriculum of CET's conception of curriculum design and its insistence on the importance of programmed learning.

Bob Ferguson, head of the Department of Educational Media at London University's Institute of Education is critical of CET's mechanistic approach: "The first thing it should do is see its own existence as problematic and develop some awareness about its relationship to society. You can't divorce media utilization from the design of schools and the kind of society you have."

Nonetheless, within the vast range of CET projects and publications there is undoubtedly a good deal of information and material that can be put to selective use without the less palatable elements having to be swallowed at the same time.

The case for highly structured learning in mathematics and the sciences can be argued particularly with teacher shortages in those areas. Among CET's level 1 papers is a report on "working in schools and colleges" which contains case studies of a variety of courses.

These include the ILEA "APPE" project in A level physics (of the course reported this is the only one included with the specific purpose of trying to find a solution to the shortage of competent physics teachers) and an A level French course in a sixth-form college.

The advent of Prentice and other videotext systems has brought with it new problems on copyright, an issue which CET has been involved with for some years, with the aim of facilitating copying with teaching for educational use. It is in touch with the Department of Education's advisory capacity in relation to the drafting of new copyright legislation.

The first experimental edition of the British Catalogue of Audio-Visual Materials is the outcome of several years' collaboration between CET and the British Library. It contains over 5,000 items of audio-visual materials for education, and the records have been added to the British Library's computerized information services (BLAIS).

CET sees its smaller projects as "testers" which, if successful, can lead to a wider application. One example of this is their Radio Solent Archives for Bournemouth. This was given support by the local authority to continue research, or archival materials within Radio Solent.

A wide range of materials compiled from the daily output of the station were edited, copied on to cassette and catalogued under subject headings. Contacts have subsequently been made with local radio stations across the country, with a view to replicating the project in other areas.

using recorded television, BBC Radiovision, slide-tape materials and drama sessions, as well as the more traditional text and grammar teaching; providing some helpful guidelines for teachers' planning their own courses.

One project which the CET regards as a significant achievement is its Local Authority Support Services for Educational Technology, a list of papers consisting of a questionnaire on resources provision; a paper on advice and information services available and how teachers can make full use of these, with a complementary booklet on in-service training; a book-level; papers on technical support; maintenance, servicing and loan; materials production; and purchasing.

The council's approach to local authorities throughout the country, some years ago, met with a positive response from a number of 80, and the pack was produced in consultation with various LEAs. The council welcomes information on the usefulness of the papers and is open to contributions and suggestions.

User specification

CET's activities include the production and publication of a user specifications for educational and training equipment, and these are drawn up by a working party whose aims are to give users a guide to the facilities and performance they should look for when buying equipment, and to communicate user requirements to manufacturers. The most recent additions to the list are user specifications on cassette audio tape, slide projectors for 50 by 50mm slides; a guide to the selection of electronic calculators; and a code of operating procedures for overhead projectors. A survey is currently being carried out to determine the extent to which microcomputers are being used in schools.

A handbook on Producing Guides to Local Resources and a booklet, Focus on Safety, a guide to the safe handling of audio-visual equipment, have recently been issued, and just published is a compilation of magazine articles of microcomputers in education.

Last September the council set up a unit that will function as a Prestel umbrella service for educational organizations which wish to make information available on electronic media. CET intends it to become self-financing after two years' operation.

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A wide range of materials compiled from the daily output of the station were edited, copied on to cassette and catalogued under subject headings. Contacts have subsequently been made with local radio stations across the country, with a view to replicating the project in other areas.

materials produced is available from CET.

These projects and publications are of fairly general interest, as well as these the council is active in a large number of schemes where its central concern is "educational technology" in the sense of "learning systems". Its exclusive involvement in these things are taught, and not what is taught, in effect an impossible separation to maintain.

For instance CET-designed teaching programmes, adopting a "behavioural objective approach" and based on domains and hierarchies of knowledge, present an authoritarian view of knowledge that can be predefined and packaged, with the assumption that its application for every specialist is precisely on these grounds that the TRC (Technical Education Council) programme has had substantial opposition from general studies lecturers in FE.

Disappointment that others do not share CET's enthusiasm for an eventual technological transformation of education is another refrain.

Yet it is hardly surprising the organizations like the Adult Education Council for Adult and Continuing Education should go on supporting and defending institutionalized adult education - at a time when adult education is extremely vulnerable to cuts, a by-product of the potential for technology to displace with institutional learning and enable students to learn at home with the help of microelectronics.

CET reports that "open learning" has gained considerable momentum over the past year. It is committed to channeling a lot of activity into this area, anticipating an enormous increase over the next few years, with closures bringing a decline in the number of institutions which offer courses to mature students. "Open learning" has got off the ground with a number of colleges now operating "flexi-study" schemes. Buxton College was the first to develop such a scheme in conjunction with the National Extension College. Among other centres are the City of Bath College of Technology, Halesowen College and Shrewsbury Adult College. Students buy NEC correspondence courses and enrol as students at the college going to centre. In some cases "flexi-study" has introduced the support of group meetings where they did not exist before.

The BBC's 10-part series "Multi-Racial Britain" looks at cultural differences as a potentially unifying force. It is a balanced survey of the interactions between minority and majority culture which seems to be aimed chiefly at educating potential educators of ethnic minorities.

These Cross Talk looks at the communications difficulties caused by different varieties of English: Multi-Coloured Swap Shop surveys experiments in multi-cultural education in primary and secondary schools in the North and Midlands; Great Expectations suggests ways to tackle the problem of West Indian pupils in the secondary school.

Of more general interest are Where People Live and Home Away from Home on local housing problems towards their West Indian and Asian communities, and Police Community Relations, which stresses police-ethnic community liaison.

We Are Our Own Liberators and Apollon Self-Help look at the growth of self-help organizations among black communities, which have tended to grow more militant in the face of anti-black propaganda, but which still depend for funding on the increasingly scarce grants of local authorities.

The last film of the ten, Hands Across the Sea, looks at the Surinamese population in Holland, which shares a similar history to and close liaison with our own West Indian community. The Dutch Government has put a lot of money into breaking down old prejudices, funding a two-way language-training scheme for teachers, and disseminating positively in jobs and housing. That the Surinamese still express deep resentment at the colour discrimination they suffer, suggests a delicate balance in this approach too. "If you keep on you know who you are" says a Surinamese. A beautiful solution, if it could only work.

It is a slightly academic, somewhat over-the-top, but a welcome addition to the black and white film.

Cultural identity crises

Victoria Neumark on films for multi-ethnic education

Black Britannica
57min, colour, sound
On hire from The Other Cinema, 12 Little Newport Street, London WC2.

Southall on Trial
30min, B/W, sound.

Dead Bent and Blood
45min, colour, sound.

Multi-Racial Britain
10 films, each 25min, colour, sound

Multi-Coloured Swap Shop; Cross Talk; We Are Our Own Liberators; Where People Live; Home Away from Home; Asian Self-Help; I can Talk to My Parents; Great Expectations; Police Community Relations; Hands Across the Sea

All available from Concord Films, Council, Nacton, Ipswich, Suffolk.

I'm Here
45min, colour, sound.

Race for Survival
45min, colour, sound.

Somebody's Daughter
5 film of 30min, black-and-white, sound.

All are hire from Central Film Library, Government Building, Bromley Avenue, London W3. Tel: 743 3335. As from April, 1980. Teachers' Notes from ILEA Learning Materials Service, Highbury Station Road, London N5. Tel: 226 914.

Multi-cultural society entail the exploration of its ethnic minorities. A number of films produced in the past two years explore the need to affirm their own cultural identity experienced by black and Asian youth.

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The last film of the ten, Hands Across the Sea, looks at the Surinamese population in Holland, which shares a similar history to and close liaison with our own West Indian community. The Dutch Government has put a lot of money into breaking down old prejudices, funding a two-way language-training scheme for teachers, and disseminating positively in jobs and housing. That the Surinamese still express deep resentment at the colour discrimination they suffer, suggests a delicate balance in this approach too. "If you keep on you know who you are" says a Surinamese. A beautiful solution, if it could only work.



From "Somebody's Daughter".

and Asian experience. I'm Here! is a short film made by a group of Bangladeshi boys at Shoreditch school in the East End of London. Its professed aim is to be one of a number of films which set out to "present a positive self-image of minority groups", "increase understanding of each other's groups", "foster sensitive recognition and respect for all groups in a culturally diverse environment."

Whether I'm Here! lives up to these aims is debatable. The boys' commentary on their own lives as seen through the camera follows them through school, mosque, travel agency and street as often moving. ("I'm sad, not here. I'm my mother and father") and the images add real bite and depth, but ultimately the film is too inaccessible to non-Bangladeshi audiences as it depends too much on specialist knowledge of Bangladeshi culture - for example the definition of "heal" and "harem" as applied to meat.

Two other films produced by the ILEA ETV centre are far more polished: both are made by Noel Hardy. Somebody's Daughter was the subject of ill-judged outrage when it was first shown in London schools. Its five episodes are now available on film and are an excellent portrayal of, among other:

things, the difficulties facing a young couple, the black, the white, the married and with a baby on the way. They also contain a brilliantly conceived sequence showing the childbirth, which in itself could well be used to dispel fear about this natural function.

The series includes material on the unemployment/crime spiral which besets so many black youth and on the prejudices of older people on both sides - Winston's father calls Mandy "white trash" and Mandy's mother can hardly spit out her horror that Winston is black. It is not only the vicious conviction of the characterization which makes Somebody's Daughter compulsive watching, but the way in which the "problems" it deals with are woven into the fabric of these characters' daily life.

Race for Survival, Noel Hardy's other film, goes further into the experience of young West Indian-descended people. The title is taken from a remark by one of the boys interviewed, a well-qualified school-leaver who had grown past initial shock that "the first taste of life outside school... was the queue to a wry resignation. 'It's a race for survival, and we're being held back... it's when we think we're going to make it, and leap over the edge, the edge grows ten feet taller'."

When one is in ten black school-leavers got the jobs that ten in 15 left out of, among other:

continued overleaf

extra

AUDIO-VISUAL MATERIALS FOR HIGHER EDUCATION 1979-80

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- Part 3 Biology, Medicine & Life Sciences
- Part 4 Physical Sciences & Technology



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Janet Carroll on 01-837 1234 ext. 312

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EF Student Services Limited, one of the world's largest organisations for language courses, requires two teacher-trainers for a minimum of six weeks, to operate in the following towns:

Brighton, Eastbourne, Hastings, Bournemouth, Torquay

After single-nationality courses, taught by a team of teachers comprising two from the students' home country, and two local teachers, the teacher-trainers will be to improve the work of the

Post offers a lot of scope in that many of the teachers will be given the opportunity to help to coordinate the work. Guidance is given. We can arrange accommodation if wanted. There are flexible as regards the length of the appointment. The following will be given to candidates who fulfil the following requirements:

- a degree or teacher-training certificate.
- at least two years EFL experience.
- an EFL qualification.
- additional, teacher-training experience is desirable, and some of our trainees represent

A good salary with expenses will be offered.

Applications with full curriculum vitae should be sent to
ROBERT E. MARDEN, MA

RF STUDENT SERVICES LTD.,
1-3 FARMAN STREET,
HOVE BN2 1AL, SUSSEX

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basis to residents and conference organizers. It normally
does not pay for related costs, such as transportation, of

more information, write—
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Bellagio Study and Conference Center
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Preference will be given to candidates who fulfil the following requirements:

- held a degree or teacher-training certificate.
- have at least two years EFL experience.
- have an EFL qualification.

In addition, teacher-training experience is desirable, and some means of transport essential.

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ROBERT E. MARSDEN, M.A.
 DIRECTOR OF STUDIES
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 1-3 FARMAN STREET,
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Scholars In Residence—an opportunity for scholars to work for approximately four weeks on individual projects. The Foundation provides the facilities of the Centre located about 40 miles north of Milan, on a competitive basis to residents and conference organizers. It normally does not pay for related costs, such as transportation, or the participants in these two programs.

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a range 15 to 18 years (1,12H
and 1)
for September, 1997. From
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(1988).

STANT MISTIN to show
"SICAL" from 1988 through
1997. The school was
opened in 1988 and offers to
a facility for the teaching of
dual Education. Each teacher
and extends to the 1988
classes, including all 1988
swimming pool and other con-

A particular interest in Sweden
is hockey, and, of course, the
publication forms R.A.A. picnic,
table from the newspaper, to
at they about, be followed by
March, 1980.

NT
UNITY COUNCIL
LOCATION DEPARTMENT
WAY DIVISION
CHESTER, THE HUNDRED OF
SCHOOL

educational, 7,100 pupils;
o 1 teacher required in Scot-
land, and
LOCATION at this Upper Committee

He was a member of the school football team, and was captain of the basketball team. He was a member of the school orchestra, and was a member of the school band. He was a member of the school chess team, and was a member of the school debate team. He was a member of the school swimming team, and was a member of the school tennis team. He was a member of the school golf team, and was a member of the school hockey team. He was a member of the school baseball team, and was a member of the school softball team. He was a member of the school track and field team, and was a member of the school cross country team. He was a member of the school ski team, and was a member of the school ice hockey team. He was a member of the school judo team, and was a member of the school karate team. He was a member of the school taekwondo team, and was a member of the school martial arts team. He was a member of the school chess team, and was a member of the school debate team. He was a member of the school swimming team, and was a member of the school tennis team. He was a member of the school golf team, and was a member of the school hockey team. He was a member of the school baseball team, and was a member of the school softball team. He was a member of the school track and field team, and was a member of the school cross country team. He was a member of the school ski team, and was a member of the school ice hockey team. He was a member of the school judo team, and was a member of the school karate team. He was a member of the school taekwondo team, and was a member of the school martial arts team.

Applications, together with full particulars, names and names of two referees to the Education Officer for the School, King Bazaar, London, W14.

LONDON

WATHERBROOK CHURCH OF
ISLAND SECONDARY SCHOOL
 Watlington Road, Lee, S.E.12
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Interested: Mrs. V. N. Kirby
MISTRESS wanted for September for one year whilst holder of post is on secondment.
 Scale 2 is available for one year.

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Ys' PHYSICAL EDUCATION
Reference 1298/TES;
Male 1
Required for Late September, 1980
DORRIS VALE COMPREHENSIVE
SCHOOL
Dorris Vale Road, Stockport,
Cheshire, SK7 6TH
Applicants should be able to offer
wide range of activities and be
willing to contribute to and en-
rich the curriculum. Good facilities
available at the school.
Application forms obtainable from
and returnable to the Head Teacher.

DORFOLK COUNTY COUNCIL
Educational Department.
ATTENTION: JAMES HIGH SCHOOL
(Production) VA HG Committee
(School)
New Street, Norwich
(on roll)
On September 1, 1980:
will be by children
and developing BOTS. (PIL-
L EDUCATION. Role demands
experience for this now challenge-
Application forms from, and re-
to, the Area Education Office,
St Giles Street, Norwich NR1

REDFORD
SCHOOL DISTRICT
EDUCATION DEPARTMENT
100 EDWARD VII HIGH SCHOOL
Westwood Road, King's Lynn
Phone: PE30 208
TEACHER OF PHYSICAL
EDUCATION (Boys) and GEO-
GRAPHY (Boys) only. Ability
for Hockey welcome.
 In September the school will have
 one 9.30 pupils on roll: 180 in
 year 1, 180 in year 2 and 1
 in year 3. 1 and 2 and 3
 stability, mixed: years 3, 4 and
 5, selective.
 Apply for letter, enclosing educa-
 tion and curriculum vitae and two
 references of two professional referees
 to the Headmaster, from whom fur-

[illegible]

Yorkshire College is to 18
comprehensive school, affor-
on a pleasant campus near York.
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Applicants must be able to teach
variety of activities but par-
interest in hockey and Gym-
will be an advantage.
It will be necessary to
a second subject for a small
of boys.
The S.E.E. for applica-
form and further particulars to
Headmaster at the school within
of this advertisement.

VOCAL EDUCATION (Scale 1) required for **SCIENCE** (Scale 1) and **ARTS** (Scale 1) is required for **TECHNICAL EDUCATION** (Scale 1). **TRACKING** throughout the school wide range of activities including **Netball**, **Gymnastics**, **Athletics**, **Swimming**, **Tennis**, **Dance**, **Equine**.

Excellent facilities with extensive playing fields adjoining the school. **Accommodation** is provided for the accommodation and full board eleven times in exchange for limited time in a boarding house. First class dining room.

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Cheshire

Application forms (send s.a.o.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

HEADS OF DEPARTMENT

HEAD OF MATHEMATICS: Scale 4
Winsford Verdin Comprehensive
High Street, Winsford
Mixed, 10 Form Entry; age-range 11 to 18; 1,100 pupils including 120 in VI Form. Lower School (Years 1 to 3) on detached site.

Required for Easter or September 1980 to lead and organise a large, well-organised and successful department, with courses to CSE, 'O', 'A' and 'S' levels and to Oxfordshire Scholarships, in Mathematics, Physics, Electronics and Computer Studies. Modern Mathematics to 'O' and 'A' levels, CSE Mode 1 and Mode 2 syllabuses. Schemes for Mathematics across the Curriculum, Computer Studies and liaison with local industry already promulgated.

HEAD OF CHEMISTRY: Scale 3

Woolston High
Holes Lane, Woolston, Warrington WA1 4LS
11-18 mixed Comprehensive, 1,400 pupils on roll, with Open Sixth Form.

Required for September 1980 an experienced and well qualified teacher, the department offers courses throughout the school and has well supported courses at all levels, including the Sixth Form.

SCALE 1 POSTS

PHYSICS

Sandbach High
Middlewich Road, Sandbach. Tel: Sandbach 5031
1,065 boys and girls
This post involves the teaching of Nuffield Combined Science in Years 1 and 2, and Physical Science in Year 3 and a full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Science Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

REMEDIAL

Padgate County High
Innsall Road, Padgate, Warrington WA2 0HD
Tel: Padgate 822632. Group 10

This is a purpose-built S.F.E. 11 to 16 mixed comprehensive which opened in September 1978. There are currently 478 pupils on roll in Years 1 to 6. Anticipated roll of 730 in September 1980. Required for September 1980 due to the further expansion, to assist with individual literacy and numeracy programmes on a withdrawal basis. Further details and application forms from the Headmaster, to whom they should be returned within 10 days of this advertisement.

1. ENGLISH

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The English Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

2. PHYSICS

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Physics Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

3. CHEMISTRY

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Chemistry Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

4. ELECTRONICS

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Electronics Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

5. COMPUTER STUDIES

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Computer Studies Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

6. ARTS

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Arts Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

7. MUSIC

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Music Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

8. DANCE

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The Dance Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

9. PE

Winford Verdin Comprehensive

(For school details see under 'Heads of Department')

1. Required for Easter or September 1980 across the year 5 and 6 full share of the CSE, 'O' and 'A' level work. Applications from newly qualified teachers and experienced teachers in September would be welcome. The PE Department is well equipped, with seven laboratories serviced by a laboratory technician. A stamped addressed envelope is essential. Closing date: 25th March 1980.

SECONDARY

Science continued

LIVERPOOL

ASSISTANT SCALE 3

COMPREHENSIVE SCHOOL

Head of Department

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Head of Department

OXFORDSHIRE

COUNTY COUNCIL

LORD WILLIAM'S SCHOOL

Head of Department

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SHEFFIELD (City of)

EDUCATION DEPARTMENT

Head of Department

Head of Department

Head of Department

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Head of Department

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Head of Department

Head of Department

Head of Department

Head of Department

Head of Department

SCOTTISH APPOINTMENTS

Independent Schools

Classics

EDINBURGH
EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Science

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

ORKNEY ISLANDS COUNCIL EDUCATION DEPARTMENT HEAD TEACHER GRAEMSAY PRIMARY SCHOOL

Applications are invited from experienced primary teachers for the above appointment. The school consists of 20 pupils.

A four apartment schoolhouse is available. Assistance will be given with removal expenses.

The salary is in accordance with the Scottish Teachers Salary Scale, 1980, at Band 1, £24,877 including a responsibility payment of £783 and an islands allowance of £608.

Applicants must be registered with the General Teaching Council for Scotland.

Application forms, which should be returned, by 28th March, 1980, may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney.

Previous applicants, who applied before the earlier closing date of 4th January, will be reconsidered and it will not be necessary for them to make a new application.

UNIVERSITY OF STIRLING

Part-time Postgraduate Courses 1980/81

MLit in Scottish Studies

MLit in Modern French Literature

Postgraduate Certificate in French Language

Postgraduate Certificate in German Language

Further details and application forms from Course Directors, Department of History/French/German, University of Stirling, Stirling, FK9 4LA.

Central Regional Council

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland for the following post:

TEACHER OF MATHEMATICS

Greaves High School, Falkirk
(Tel: Falkirk 22678)

Further details are available from the Rector of the School.

Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned as soon as possible.

GLASGOW

THE HIGH SCHOOL
Glasgow
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
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Other than by Subject Classification

EDINBURGH

EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Physical Education

EDINBURGH
EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Preparatory Schools

Modern Languages

EDINBURGH

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Physical Education

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Universities

Fellowships Studentships and Research Awards

Mathematics

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Sixth Form and Tertiary Colleges

Heads of Department

EAST SUSSEX

HARTHOLOMEW SIXTH FORM
Harttholme, Sussex
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

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Physical Education

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EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

HAMPSHIRE
HARTHOLOMEW SIXTH FORM
Harttholme, Sussex
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Other than by Subject Classification

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Preparatory Schools

Modern Languages

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Physical Education

EDINBURGH

EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

SPECIAL EDUCATION

Deputy Headships Senior Masters/ Mistresses

MANET
Manet, London
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
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Physical Education

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Preparatory Schools

Modern Languages

EDINBURGH

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Physical Education

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(H.M.C. Unit Aided, 770 boys in senior school)

Physical Education

EDINBURGH

EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

HARROGATE

COMPTON T.V. S.N. (M) SCHOOL
Compton, Harrogate
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Other than by Subject Classification

EDINBURGH

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EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Physical Education

EDINBURGH
EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Preparatory Schools

Modern Languages

EDINBURGH

EDINBURGH MERCANTILE
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Physical Education

EDINBURGH

EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Physical Education

EDINBURGH

MANCHESTER

Deputy Headships Senior Masters/ Mistresses

MANET
Manet, London
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
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Other than by Subject Classification

EDINBURGH

EDINBURGH MERCANTILE
EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Physical Education

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EDINBURGH MERCANTILE
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Preparatory Schools

Modern Languages

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Physical Education

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EDINBURGH COLLEGE
(H.M.C. Unit Aided, 770 boys in senior school)

Physical Education

EDINBURGH

AVON COUNTY

Deputy Headships Senior Masters/ Mistresses

MANET
Manet, London
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Mathematics

ST. LEONARD'S SCHOOL
St. Andrew's, Fife
Required for September 1980, 12 boys (11-13 years) for the teaching of Latin and Greek. The school is a day school with a boarding house for 12 boys. The school is a day school with a boarding house for 12 boys.

Other than by Subject Classification

EDINBURGH

ST. GEORGE'S COLLEGE
ARGENTINA

HEADMASTER

This prestigious H.M.C. Coeducational Boarding School invites applications for the post of Headmaster, to commence late July 1980, following the appointment of the present Head to the Headship of a leading European International School.

Founded in 1886 on traditional public school lines, the School offers full 'O' and 'A' level courses in all standard subjects, with qualified contract teachers from the U.K., plus the Argentine Baccalaureate with Argentine graduate teachers. The 220 secondary pupils (13-18) and 110 prep. school (8-12) are mostly bilingual and come mainly from British background.

Exceptional compensation offered, composed of salary above appropriate Burnham level, with large house, food, car and expenses covered, plus free education for the Headmaster's children, 5-18 years. Return fares paid with home leave every two years; and baggage expenses at start and finish of employment.

Application with full curriculum vitae and names and addresses of four referees to the Chairman of Governors, St. George's College, Casilla 2, 1878 Quilmes, Argentina, marking envelope "Search Committee". Closing date for applications 1st April, 1980. Interviews late April.

GABBITAS-THRING

Applications are invited for the

HEADSHIP

of a leading co-educational boarding and day school for September, 1980.

The School takes pupils from 11-18 and has a small preparatory department. There are approximately equal numbers of boys and girls, and the School operates a full academic curriculum as well as offering a very wide choice of practical and general subjects. More than half of the pupils stay on into the sixth forms. Throughout emphasis is placed on small teaching groups, and individual attention.

The School is situated in a fine rural setting in the Southern Counties. Salary negotiable in the range £12,000-£14,000. Gracious accommodation provided. For further details and an application form please contact:-

Mr. Peter Aarvold,

Advertised Posts Department,

Gabbitas-Thring Services Ltd.,

4, 7 & 8 Sackville Street, London W1X 2BR.

Tel: 01-734 0181

BISHOP'S STORTFORD COLLEGE

HERTFORDSHIRE

(H.M.C. Independent: Boys Boarding and day with some Sixth Form Girls)

GRADUATE MATHEMATICIAN

or SCIENTIST

qualified to teach to Advanced and Scholarship levels. This post could be suitable as a first appointment or could be of particular interest to a more experienced candidate, possibly with industrial experience, who would like to be involved with the Nuffield Science, developing computer work or the expanding department for Technology and Design.

Bishop's Stortford College Salary Scale and Government Superannuation. Possibility of College accommodation.

Apply by letter with curriculum vitae and the names of two referees to The Headmaster, Bishop's Stortford College, Bishop's Stortford, Herts. CM23 2QZ.

Princethorpe College

Princethorpe, N. Rugby CV23 9RX

Boys Roman Catholic Independent Boarding and Day School. 60-70 pupils in 6th form.

Total roll—480.
80 boys in the Sixth Form.

'CHEMISTRY'

Required for September suitably qualified graduate to share in the teaching of Chemistry to 'O' and 'A' level and Physics to 'O' level.

This could be a first appointment.
Salary to Burnham. Opportunities for involvement in games coaching.

Applications, with curriculum vitae and the names of two referees, to the Headmaster at the above address.

SPECIAL EDUCATION

Scale 2 Posts

continued

WEST SUSSEX

MINHAM HOUSE SCHOOL, Minham, Sussex. This school is seeking a Headmaster for the post of Headmaster, to commence late July 1980, following the appointment of the present Head to the Headship of a leading European International School.

Scale 1 Posts

BEDFORDSHIRE

EDUCATION SERVICE

BROMHAM HOSPITAL

SCHOOL

Bromham, Bedford.

Required for April 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

BUCKINGHAMSHIRE

ADULT EDUCATION DIVISION

HEALINGHAMPTON HILLS

SCHOOL

Healinghampton, Bucks.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

CALDERDALE

METROPOLITAN BOROUGH

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Northampton, Herts.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

CITY OF COVENTRY

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Coventry, Warwickshire.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

DORSET

ST. FRANCIS SCHOOL FOR BOYS

Bournemouth, Dorset.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

HERTFORDSHIRE

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hemel Hempstead, Herts.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

HILLINGDON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hillingdon, Middx.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

from the Headmaster at the school.

HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

Advantage.

Application forms obtainable

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HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

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Advantage.

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EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

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CLASS TEACHER for a year.

Experience of a primary

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Advantage.

Application forms obtainable

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SPECIAL SCHOOL

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Advantage.

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EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

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Experience of a primary

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HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

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Advantage.

Application forms obtainable

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HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

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CLASS TEACHER for a year.

Experience of a primary

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Advantage.

Application forms obtainable

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Application forms obtainable

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HILTON

EDUCATION DEPARTMENT

SPECIAL SCHOOL

Hilton, Lancs.

Required for September 1980.

CLASS TEACHER for a year.

Experience of a primary

school and a secondary school

LANGDON PARK COMMUNITY CENTRE MANAGER

Salary £8,900-£7,253

This much needed Leisure and Recreation facility developed jointly by the Council and L.E.A. at Langdon Park are training completion and we now need an enthusiastic Manager to co-ordinate the operation and development of the Centre.

We are looking for a person experienced in sports or community centre management with relevant qualifications to encourage the maximum use of these facilities, during evenings and weekends, involving co-ordination of community interest, publicity, supervising lettings, arranging activities, supervision of staff, etc.

The centre situated in Poplar, East London, provides a large Sports Hall and activities and community room, dining facilities and bar.

Phase 2 of the development includes a synthetic all weather playing area.

Application forms from Personnel Services, Town Hall, Poplar Square, London E2, or telephone 01-981 0077 (answering machine). Please quote reference ER 32. Closing date 26th March.



NATIONAL CHILDREN'S HOME GLAMORGAN

Headlands, Paget Place, Penarth

An Assisted Community Home with Education on the Premises for 56 boys and girls aged 9 to 16 years.

REQUIRED FOR SEPTEMBER 1980

A teacher of basic subjects who could offer P.E. to a small group of girls. Teaching is arranged in small groups and experience or qualification in remedial teaching would be a distinct advantage.

The service is fully recognised and pensionable under the Teachers' Superannuation Act. Salary is according to the Burnham Scale 1, plus Former Approved School Allowance of £831 p.a.

N.C.H. looks for members of staff who are seeking to express in their job a commitment to Christ's way of life, and who are ready to learn with others what it means to be a Christian in teaching.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

YOUTH AND COMMUNITY SERVICE continued

ESSEX
COUNTY COUNCIL
COMMUNITY EDUCATION
SERVICE
CHANCE HUBBARD HUBBARD
TRAVEL PROFESSIONAL ASSISTANT
Vacancy exists for the post of a Travel Professional Assistant in the County Council's Leisure and Community Services.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

ISLE OF WIGHT
COUNCIL
YOUTH AND COMMUNITY
SERVICES
Required as soon as possible.

YOUTH AND COMMUNITY WORKER to act as relief worker in centres throughout the island and to assist the County Youth and Community Officer in the management of a variety of projects.

Salary will be in accordance with the N.C.H. scale 2.3 subject to experience and qualifications. The Council has a scheme covering grants towards removal and relocation of employees up to a maximum of £5,000.

Application forms and further details from: Personnel Services, County Education Officer, County Hall, Newport, Isle of Wight, to whom completed forms should be sent by 26th March 1980. Please quote ref. 14/10.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
COMMUNITY EDUCATION
It is advertised

OSWALDTHORPE DETACHED YOUTH WORKER
Salary J.M.C. Range III (1-5)

Applications are invited from persons with appropriate qualifications and experience for the post of Detached Youth Worker in the Oswaldthorpe area. The post involves working with young people at risk on an 'after-school' basis. This post is for three years in the first instance.

Application forms and further details from: The Director of Education, City of Leeds, Leeds City Hall, Leeds LS1 1UR. Closing date 26th March 1980.

Returnable within 14 days of the date of this advertisement.

CITY OF MANCHESTER
EDUCATION COMMITTEE
NORTH MANCHESTER AREA
OF COMMUNITY EDUCATION
C.B.M. CO-ORDINATOR FOR
COMMUNITY EDUCATION
COLLIERHURST AREA

Salary J.M.C. £9,120-£8,740 plus local authority allowance for higher qualifications.

Applications are invited from persons with appropriate qualifications and experience for the post of Co-ordinator for Community Education in the Collierhurst area. The post involves working with young people at risk on an 'after-school' basis. This post is for three years in the first instance.

N.C.H. looks for members of staff who are seeking to express in their job a commitment to Christ's way of life, and who are ready to learn with others what it means to be a Christian in teaching.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

NORFOLK
COUNCIL
YOUTH AND COMMUNITY
SERVICES
DETACHED YOUTH WORKER
Vacancy exists for the post of a Detached Youth Worker in the Norfolk area. The post involves working with young people at risk on an 'after-school' basis. This post is for three years in the first instance.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

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Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

OVERSEAS DEVELOPMENT KNOW-HOW-vital to developing countries

Secondary Education — English

BOTSWANA

To teach English at Secondary level up to Cambridge Overseas Schools Certificate ('O' level); to contribute to the extra curricular activities of the school; to undertake boarding duties. Applicants, up to age 55, should have a Degree with English as a major subject and a post-graduate education certificate. A specialist qualification in teaching English as a second language would be desirable. Graduates in other relevant Arts subjects with appropriate qualifications and experience will also be considered. Certified non-graduate teachers may also apply. All applicants should have a minimum of 2 years experience of teaching English up to GCE 'O' level standard.

Appointment 30-36 months. Only single candidates or married candidates without children of primary school age will be considered for this particular post. Graduates salary in range £5,871-£9,846 pa which includes an allowance, normally tax free, in range £2,712-£5,160 pa. Non-graduates salary in range £7,574-£5,828 pa which includes an allowance, normally tax free, in range £3,420-£5,232 pa. Terminal gratuity of 25% of basic salary paid to both graduates and non-graduates.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,800 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting ref. (315J), giving details of age, qualifications and experience to:



Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DL.

HELPING NATIONS HELP THEMSELVES

WORCESTER COLLEGE OF HIGHER EDUCATION

In-Service Opportunity for Qualified Teachers

ONE YEAR FULL-TIME B.ED HONOURS DEGREE

Specializing in
TEACHING READING or REMEDIAL TEACHING

For further details on the courses, secondments and financial aid, please write to: Admissions Tutor, Desk GG, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ. Telephone No. 0905 422131.

H.M. PRISON, MAIDSTONE Education Department

Appointment of Deputy Education Officer

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Deputy Education Officer. The post is to be filled in September 1980 or earlier, if possible. Salary: Burnham Further Education Senior Lecturer Scale (£7,092-£9,280).

Application form and further particulars (enclosed S.A.E.) obtainable from the County Education Officer (Ref: T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 31st March 1980.

KENT COUNTY COUNCIL

Education Service County Youth Service Youth Worker

For this post in the general service of the Authority, the successful applicant will be seconded to work in the Bedford Boys' Club, which meets in a purpose-built Centre. A small fee may be available.

The post offers excellent experience in a progressive and expanding Youth Service, which offers In-Service Training and regular support sessions. Removal expenses, legal and social agents' fees, plus lodging allowances.

Salary within the JMC Range 3 (points 1-5) £4,680 to £5,282.

Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 8AP. Telephone Bedford 83222, extension 359. Closing date: March 27th, 1980.

Bedfordshire
COUNTY COUNCIL

Doncaster Metropolitan Institute of Higher Education

Lecturer Grade II in Mining Engineering

Department of Mining and Mineral Resources Engineering
Lecturer Grade II, required in 1980 Mining Engineering to teach and supervise students in the Department of Mining Engineering. The teaching will be mainly in the area of Operational Techniques and a sound theoretical and practical knowledge of the subject is required.

Applicants should hold a degree or its equivalent in Mining Engineering and have recent experience in coal mining in Great Britain. The post will be mainly in the advanced mining section of the Department and the person appointed will be expected to assist in the administration of the section and in the development of new courses.

Salary: Grade II—£4,500-£7,000.

For application in 10 days from the publication of this advertisement, send stamped addressed envelope for application form and particulars to: Mr. S. Sedgwick, DMIR, Waterdale, Doncaster DN1 1XJ.

GOVERNMENT OF BERMUDA MINISTRY OF EDUCATION

Applications are invited from certificated teachers and University graduates holding a recognised teaching qualification for appointment as teachers in the Government of Bermuda.

Applicants for Special Education must have at least one year's special education experience. Applicants for Physical Education must have at least one year's experience in physical education.

Salary: Special Education Teacher: \$12,000-15,000 per annum. Physical Education Teacher: \$10,000-12,000 per annum.

For full details and application form please apply quoting ref. (315J), giving details of age, qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DL.

HELPING NATIONS HELP THEMSELVES

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

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Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

YOUTH AND COMMUNITY SERVICE continued

TRAFFORD
METROPOLITAN BOROUGH OF
EDUCATION
Applications are invited from suitably qualified persons for the post of a Youth and Community Worker in the Trafford area. The post involves working with young people at risk on an 'after-school' basis. This post is for three years in the first instance.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

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For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

ITALY

Applications are invited from suitably qualified persons for the post of a Youth and Community Worker in the Italy area. The post involves working with young people at risk on an 'after-school' basis. This post is for three years in the first instance.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

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Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home, 95, Highbury Park, London, N5 1UD.

For further details see our advertisement in the 14th March 1980 issue of the *Times Educational Supplement*.

Application forms and further particulars from: Staffing Secretary, National Children's Home (Dept. TES), National Children's Home

CITY OF SHEFFIELD

Careers Service, AUEW House, Furnival Gate,
Sheffield 1

SPECIALIST
CAREERS OFFICER

AP4-24,844-25,087

A qualified and experienced Careers Officer is required, preferably with a good knowledge of industry and commerce, to work mainly on behalf of unemployed young people. There will be considerable involvement with provision under the Youth Opportunities Programme, including progress monitoring and employer liaison. Will join a team comprising two other career officers, with five employment assistants and a clerk typist.

Application forms and further details from the Chief Education Officer (ref. ST/PCW) Education Department, Leopold Street, Sheffield S1 1FL, to whom completed applications should be returned by 25th March.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S
EDUCATION AUTHORITY
YOUTH WORKERS
WITH THE
BRITISH FORCES GERMANY

Applications are invited from suitably qualified and experienced Youth Workers to fill several posts from July onwards. Youth Workers are required to serve at a variety of centres and will be required to concentrate their efforts upon the leisure interests of the young people who live in local quarters area around existing youth facilities. The engagements will be for three years. Salary will be in accordance with the Joint Negotiating Committee for Youth Workers and Community Centre Wardens, i.e. £4,071-£5,184 p.a. plus a London Allowance of £609 p.a.

The appointments will be superannuable under the Teachers' Scheme. Requests for application forms and further information should be made to the Ministry of Defence, CM(S)4(L), Room 323, Lagoon House, Theobalds Road, London, WC1X 8RY, quoting reference AW/1546.

Closing date 31 March 1980.

ENGLISH LANGUAGE
TEACHERS
OVERSEAS

Airwork Limited have immediate vacancies for Teachers in our progressive Technical Training Institute close to the Capital, Muscat, in the Sultanate of Oman.

A T.E.F.L. Certificate is required, gained through a long-term course, or alternatively, several years experience of teaching English as a foreign language including experience of using language laboratory equipment.

Conditions of service include an attractive salary, allowance and bonus at normal tax-free, free bachelor accommodation with a high standard of catering, free medical treatment and personal accident insurance, ten paid home leave days per year with free air passages to and from Heathrow.

Please apply in confidence to:

Senior Personnel Manager
AIRWORK LIMITED
Bournemouth (Hamp) Airport
Christchurch, Dorset, BH23 4JG

GABBITAS-THRING

Ashanti Goldfields Primary School,
Ghana

HEADMASTER

The Ashanti Goldfields Corporation invites applications for this post for September 1980. Applicants should be married and preference will be given to candidates whose wives could teach in the School.

The School has 80 children of expatriates and over 200 children of Ghanaian staff. It is situated in the mining town of Obuasi.

Family return fares UK/Ghana are paid annually. Beginning and end of contract baggage allowance is given. Accommodation provided. Attractive salaries.

For further details and an application form please contact: Mr. Peter Aarvold, Advertisements Department, Gabbitas-Thring Services Ltd, 6 & 7 a Beckville Street, London W1X 2BR. Telephone: 91474 6191.

EDUCATION DEPARTMENT

CAREERS OFFICER

£4,302-£5,067

FOR THE ASHFORD DIVISION

Applicants should possess the Diploma in Careers Guidance or an equivalent qualification.

Further particulars and application form returnable by March 28, from W. H. Pelly, County Education Officer, Springfield, Maidstone ME14 2LJ.

'Phone (0622) 671411, extension 2386
(reference C/10a).

KENT COUNTY COUNCIL

Somerset

Applications are invited for:

AREA EDUCATION OFFICER

Salary: Head Teacher Group 10 £10,251-£11,068 per annum.

To be responsible for schools in the eastern part of the County. Candidates for this senior advisory post should have wide professional experience in the upper secondary/further education fields.

TUTOR/ADVISORS FOR
PRIMARY SCHOOLS

(two posts)—Salary: Head Teacher Group 7 £8,461-£9,282 per annum.

Applicants should be well qualified teachers with substantial experience in primary English and Mathematics teaching. The successful candidates will each be expected to provide general advisory support for a group of primary schools, but the major responsibility will be to assist County Advisers in developing well-established programmes in language development and mathematics, particularly in-service training.

Application forms and details (S.A.E.) from Stirling (N/7) Section, Education Department, County Hall, Taunton.

Closing date: April 3.

BOTSWANA
POLYTECHNIC
PRINCIPAL
£13,450-£15,450

The Botswana Polytechnic, Gaborone, is present caring for 210 full-time and 400 part-time block release students, hitherto mostly in basic Construction, Electrical and Mechanical Trades. It has recently been decided to expand technical level courses at the Polytechnic, initially for CGLI courses 255, 390, 626 and 781 and later for OTD 800/1.

Applicants are invited for appointment as Principal, to be responsible to the Botswana Ministry of Education for the administration of the Polytechnic and the implementation of college. Candidates should be experienced members of a chartered engineering institution and have appropriate industrial, teaching and administrative experience.

Appointment on agreement with the Government of Botswana for 2½-3 years in the first instance. Basic salary Pula 10,176, subject to Botswana income tax, plus 25% gratuity tax-free, plus salary supplement, normally tax-free, paid by HMQ to UK citizens, £8,412 married, £6,408 single. Three passages, educational allowances, holiday visit passages for children and other fringe benefits.

Please write for further information to Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), Deane House, 17/19 Deane Street, London SW1H 0JL. Closing date for receipt of applications 30 April 1980.

Tetoc

HM Inspectors of Schools
Home Economics Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England. HMI provide a service of professional advice at the Department of Education and normally carry a general as well as a specialist assignment. Their work involves inspecting educational institutions but also includes consulting with local education authorities and contributing to the in-service training of teachers and others in the education service through the DES short course programme. Vacancies exist for Home Economics, mainly in schools. Applicants must have specialist qualifications, substantial teaching experience and a knowledge of and interest in all aspects of the subject and its contributions to the curriculum as a whole. Starting salary within the range £10,350-£15,000 (plus London). Higher posts are filled by promotion.

Application forms (to be returned by 11 April) and further information may be obtained by writing to Miss B.C. Taylor, Department of Education and Science, Education House, 39 York Road, London SE1 7PH, telephone 01463 9222 extension 2237 or 2468. Please quote 2/80 E.

Department of Education and Science

ASSISTANT
EDUCATION
OFFICER

PO1 (1) £6,654-£7,326 per annum including
London weighting.

(Comparability Award pending)

Applicants should be good Honours Graduates with a Postgraduate Certificate in Education and successful teaching experience.

Fringe benefits may include 75% removal expense, legal fees involved in house purchase to maximum of £800 or lodging allowance. Car allowance payable.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 3UW. Telephone Uxbridge 6561 quoting reference E/21/193X. Closing date: 31 March 1980.

ILLINGDON

London Borough of
Barking and Dagenham

EDUCATION DEPARTMENT

CAREERS OFFICER

Applications are invited for the post of Careers Officer with a lively and dedicated team working in a Borough where experimentation and initiative are encouraged.

Salary AP2/4, £3,975-£5,457 inclusive, not less than £4,470 for applicants holding relevant qualifications. AP4 grade, minimum £5,034, for an applicant with appropriate experience who is interested in Employer Liaison as a part-time specialist.

Applicants should preferably have the Diploma in Careers Guidance, or be students about to complete an appropriate course of training, or should have similar professional qualifications, with relevant experience in teaching or industry.

Application forms and details from the Chief Education Officer, Town Hall, Barking, Essex, E10 1LL. Please enclose 100p a.s.e.

Closing date: 28th March 1980.

JORDANHILL COLLEGE
OF EDUCATION

The Scottish Social Education Project, based in Jordanhill College of Education, Glasgow, advertises the post of

RESEARCH
OFFICER

The appointment will be for the period from May 1, 1980 (negotiable) to March 31, 1983. Starting salary will be in the range £4,104 by £167 (approximately) to £4,939.

Further details can be obtained from the SSEP, Room 565, Jordanhill College of Education, Glasgow G13 9PP (telephone 041 969 1282, extension 281), to whom applications should be sent together with the names and addresses of two referees by April 4.

KESAS

Appointments

Vacancies

Announcements

General

Education

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Science

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Travel

Arts

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Music

Drama

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Private

International

Local

Regional

National

European

World

Global

Universal

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Boundless

Limitless

Unfathomable

Incomprehensible

Unimaginable

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